

The  
National  
Parent-  
Teacher  
Magazine

CHILD  
WELFARE



JANUARY 1933

One Dollar per Year • Cent per Copy



# Who Reads Child Welfare

THE NATIONAL PARENT-TEACHER MAGAZINE?

## Thousands—including

**Parents and Guardians** of children of all ages who refer constantly to its pages for sound, dependable advice on parent-child, teacher-child, and parent-teacher relationships. From cover to cover it is rich in material dealing with subjects vital to the happiness of parents and children.

**School Superintendents, Principals, and Teachers** who realize that the parent-teacher movement has become an established force in education and are anxious to keep informed concerning the plans, objectives, and activities of the National Congress of Parents and Teachers, known locally as the parent-teacher association.

**Librarians** whose job it is to refer others to authoritative information on subjects dealing with the physical and psychological care of children of all ages, and to facts concerning the parent-teacher work.

**Study Group Chairmen** who find the outlines and course material helpful, dependable, stimulating, and in keeping with the type of parent-education work which intelligently seeks to know children, their natures and their needs, and tries to protect, care for, and develop them according to the findings of the best experts dealing with children.

**Parent-Teacher Officers and Committee Chairmen** who are eager to use every channel of information that will help them to become better leaders and will keep them posted on current developments in the work in which they have so great an interest.

**Members of Boards of Education** who realize that the work of Congress parent-teacher associations is earning the admiration, respect, and interest of thoughtful parents and teachers the country over, and who are anxious to keep informed concerning the current educational aspects of the movement.

**Clergymen and Sunday-School Teachers** in whom parents confide and who have to give constructive advice on problems of child training and family relationships as well as on matters purely secular and spiritual.



If you belong to a P. T. A. and want to convince other parents of the value of parent-teacher work, see that they get a copy of **CHILD WELFARE MAGAZINE** to read. If you know of parents who are interested in parent-education and the study of family relationships, tell them about **CHILD WELFARE MAGAZINE**. If you have friends or relatives who have children, send them a subscription as a gift. No one can read **CHILD WELFARE MAGAZINE** without profiting by it.

medical  
Wilson  
9-19-36

# CHILD WELFARE

*The National Parent-Teacher Magazine*

Official Publication, National Congress of Parents and Teachers

Published Monthly September to May, Bi-Monthly June and July, by THE CHILD WELFARE CO., INC.

Vol. XXVII

JANUARY • 1933

No. 5

## CONTENTS

	PAGE
THE PRESIDENT'S MESSAGE . . . . .	Minnie B. Bradford 227
THE FINANCIAL PROBLEMS OF CHILDHOOD . . . . .	S. Agnes Donham 228
TEN COLLEGE DON'TS . . . . .	Milton E. Loomis 232
BABIES AND RICKETS . . . . .	Martha M. Eliot 236
THE SUMMER ROUND-UP . . . . .	Grace Abbott 239
BETTER MOVIES . . . . .	Catherlyne Cooke Gilman 241
THE BUN . . . . .	Valery Carrick 244
THIRTY-SEVENTH ANNUAL CONVENTION . . . . .	246
ESSENTIALS IN SCHOOL HEALTH ( <i>All-Round Health Course</i> ) . . . . .	James Frederick Rogers 247
THE GRIST MILL . . . . .	252
FOUNDERS DAY ( <i>A Parent-Teacher Program</i> ) . . . . .	254
A TRIBUTE . . . . .	Christine Park Hankinson 255
ECHOES FROM FOUNDERS DAY—1932 . . . . .	Mabel K. Raymond 256
THE P. T. A. AT WORK . . . . .	Helen R. Wentworth 260
ANOTHER PROGRAM STORY . . . . .	264
CONGRESS COMMENTS . . . . .	265
BULLETIN BOARD . . . . .	265
RELIEF WORK AND THE P. T. A. . . . .	Garry Cleveland Myers 266
WHAT DO YOU THINK? . . . . .	267
CONSULTATION SERVICE . . . . .	274
BOOKSHELF . . . . .	Winnifred King Rugg 275
MRS. COPE'S QUESTION BOX . . . . .	Evelyn D. Cope 277
FILM REVIEW . . . . .	Catherlyne Cooke Gilman and Elizabeth K. Kerns 278

MARTHA SPRAGUE MASON, *Editor*

ADA HART ARLITT, *Associate Editor*

ANNA H. HAYES, *Associate Editor*

BLANCHE ARTER BUHLIG, *Associate Editor*

GARRY CLEVELAND MYERS, *Associate Editor*

FRANCES ULLMANN, *Assistant Editor*

EDITORIAL OFFICES: 8 GROVE STREET, WINCHESTER, MASSACHUSETTS

*Officers of THE CHILD WELFARE CO., INC.*

MRS. CHARLES H. REMINGTON, *President*

MRS. GEORGE S. WERTSNER, *Treasurer*

MRS. HUGH BRADFORD, *Vice-President*

MISS RUTH A. BOTTOMLY, *Secretary*

M. A. FERRE, *Circulation Manager*

E. TWISS, *Business Manager*

EXECUTIVE AND SUBSCRIPTION OFFICES: 1201 16TH STREET N. W., WASHINGTON, D. C.

Entered as Second-Class Matter at the Post Office, Washington, D. C., under Act of March 3, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses.



MEMBER OF THE AUDIT BUREAU  
OF CIRCULATIONS

SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request. No allowance for notary fees.

Copyright, 1932, by the Child Welfare Company, Inc.



*Courtesy Cleveland Museum of Art*

## "THE VENETIAN GIRL"

From a Painting by  
FRANK DUENECK



---

---

## The *P*resident's MESSAGE

---

---

IN our moments of mental preparation for a new year, it is worth recalling Mark Twain's statement that "nothing so needs reforming as other people's habits." The humor of it makes us realize that our method of attacking many of our daily problems is by thinking in terms of the other person's frailties instead of our own.

Our approach to the new year may result in better things if we compare ourselves to the best we can find in others, and then seek our own improvement. Who is the best parent, the best teacher, the best leader in parent-teacher work? Who has the best program, the most efficient meetings? Comparisons need not be discouraging if we use them to raise the morale of our own standards as members of the organization. So our best approach is by self-scrutiny, both as individuals and as parent-teacher units, and also by a determination to equal the best in our efforts, and if possible in our accomplishments. We shall show appreciation and respect for the best by attempting to do our best work, as far as we can.

We all have need to grow more responsible, more fit for living, more adequate for our work. The measure of our progress will be based on what we attempt to do. Obstacles due to other people's habits are apt to diminish when we modify our own habits.

There are so many splendid opportunities for us to demonstrate the humanity and the value of cooperative education in this Congress movement, that they should stir us to greater effort during the new year in order that we may cooperate better in securing the best environment for the education and protection of our children. There would be less crime and fewer delinquents, and there would be a decrease in accidents and an increase in finer communities if we made greater attempts to cooperate in our best endeavors.

May this year give to us all such friendly beckoning standards that they will bring great happiness in things well done.

*Minnie B. Bradford*

*President, National Congress of Parents and Teachers*

*The five-year-old is none too young to decide how to spend pennies wisely*



*Drawings by  
Grace Norcross*

## THE FINANCIAL PROBLEMS OF CHILDHOOD

AND HOW THEIR SOLUTION HELPS IN MEETING THE LARGER FINANCIAL PROBLEMS OF MATURER YEARS

By S. AGNES DONHAM • Specialist in Income Management

### THE STORY OF JIMMIE

**J**IMMIE was three years old. He had been down town with his father several times when his mother had stayed at home. Each time Father had stopped the car at the ice cream shop and given Jimmie an ice cream cone. Jimmie had soon learned that they did not stop when Mother was with them. One day he and Father were alone and long before the shop was in sight he began to clamor for ice cream. Father was in a hurry and said: "No, Jimmie, we can't stop today," but when Jimmie wept bitterly and his lip quivered pathetically as he continued to beg, Father relented and Jimmie had his cone. Business waited and Jimmie saw that his father was not *really* in a hurry.

At four years of age, Jimmie found that teasing brought him candy and trashy toys

as well as ice cream cones. If his mother objected it was on the basis of health or cleanliness. Neither parent realized that they had lost a major opportunity to smooth the financial path which their son must tread.

At five, Jimmie had learned to beg for pennies as well as for ice cream cones, and he spent them blithely for things of no lasting value. His father and mother expected this. They knew the money was bringing no adequate return, but they excused their weakness by saying it was "only a penny" or "only a nickel," and Jimmie soon learned to think in terms of "only."

At seven, he had discovered that some things cost "only a dime." It was not considered a serious thing if he shook the dime from his bank to gratify a passing desire. He often bought trashy toys which were soon broken or discarded.

At eight, he started for school with a new sense of responsibility. He was to enter a higher grade in a new building and he must buy his luncheon. He scrambled his school things together while his mother warned him that he must hurry. As he went out of the house he called, "Mother, I must have my luncheon money." His mother could find only fifty cents in change and she sent him off with that and the impatient remark that he should have thought of it earlier. The next day, when he asked for luncheon money, she remonstrated, "Jimmie, I gave you enough money yesterday to last three days. What did you do with the rest of the fifty cents?"

"Aw, Mother, I can't eat the stuff they give you at school. I bought a hot dog and some milk and some candy and doughnuts at the corner. I had a swell lunch and it only cost a quarter!"

"Well, what about the other quarter?"

"Oh! The teacher wanted some money for a poor family and I gave her a dime and five cents dropped out of my pocket and I spent the other ten for a grand knife on my way home from school."

His mother sighed, said she didn't know why he was so careless, and gave him another quarter with strict instructions to spend fifteen cents for luncheon and bring the rest home. This happened frequently. Some days he did bring home the change, but often he forgot, and spent or lost it. Along with the scolding which he sometimes received there was usually from either his mother or father the admission that it was, after all, "only a quarter."

At this time Jimmie began to be very destructive; clothes were thrown about, a coat was lost in the ball field, caps disappeared, toys were left about the yard and soon ruined by exposure to the weather or by the rough handling which was given them by the neighborhood "gang" of which Jimmie was an honored member.

Jimmie's mother never threw away any of Jimmie's torn clothes. She mended them

and gave them to a needy family in the town. Jimmie was seldom distressed over a torn blouse or sweater. He knew it would be mended and passed on to Joe, just his size, who lived in the next street and never had any new clothes. Jimmie felt rather generous when he tore a sweater, but Joe hated the whole world when the boys saw him wearing Jimmie's discarded garments. He wished very much that the original owner did not belong in his own group of playfellows.

At fifteen, Jimmie's financial problems were more complicated. He was in high school. He wanted to go with the team whenever it played out of town. He liked to go to "a show" at least once a week. He suddenly hated the color of the ties his mother bought for him. His stockings no longer pleased him. He delighted in building things, but materials often cost more than his father thought worth while. He had a good deal of pride in the fact that his room at school had a 100 per cent record for saving in the school bank, but frequently on bank days his mother had no change to give him. He wanted a lot to eat at lunch time and liked to treat Joe once in a while. It did not accord with his sense of loyalty to explain to his mother that Joe was often hungry at noon and that he shared his luncheon with him.

Jimmie still lost and carelessly tore his clothing, teased for small luxuries, sulked when asked what he had done with his money, and often considered whether it would not be easier and pleasanter to slip a dollar or two from the housekeeping money or from his mother's purse than to be obliged to hear a sermon on his growing carelessness and extravagance every time he asked for a few cents.

At eighteen, Jimmie entered college. His father talked very seriously with him, pointed out the fact that he had always been given every possible advantage, that he had had money whenever it could be afforded, often more than could easily be spared. At

college he would be too far away from home to depend upon satisfying his needs as they appeared and he would have on hand larger amounts of money than before. He must be careful, must remember that he was almost a man, that money did not grow on bushes, that the family at home were denying themselves many things in order to send him to college, etc., etc., etc. Jimmie was thinking all the while, "What rot! Father thinks he must preach but I guess he really can give me what I need. He always has." Away from home and nagging restraint, freed from the necessity of daily requests for small sums, with plenty in his purse at the moment, Jimmie spent freely, found many needs and more wants. There were countless demands made by college customs but not listed in the catalogue. His money was soon gone. A letter to his father brought more, but also a sharp reproof. His father

thought he had more sense; his mother begged him to be more careful but suggested that if he was short of money before a reasonable interval had elapsed, he had better write to her and not to his father. He did just that and soon became a veritable black-mailer, using his mother's ill-judged indulgence as a protection against his father's irritation. Because his mother dreaded the scolding that she must hear in the absence of the culprit, she sent him money until she could spare no more. Then Jimmie charged or borrowed to the limit of his possibilities and when the dean wrote home that Jimmie's bills were not paid, a cloud settled over the family. Jimmie was blamed for being a spendthrift, accused of unwarranted extravagance, and scolded for a fault which had developed from the careless indulgence of his parents throughout the boy's whole childhood.

*Jimmie never had an allowance, so even when he was a big boy his mother had to dig into her purse for his spending money*



CHARLES NORDEN

#### THE STORY OF BETTY AND BEN

JIMMIE's twin cousins were brought up in an entirely different way. Uncle John's income was larger than that of his brother but he and his wife were determined that their children should learn the value of money while young.

When the twins Betty and Ben were three years old and went riding with Father there were no treats of ice cream, but occasionally their mother would say, "Let us give up our dessert at home this noon and when we are riding this afternoon we will all have some ice cream." Betty and Ben learned that food eaten away from home and between meals was a treat but that it was also a substitute for something which was usually provided at home.

When the twins were nearly



five they began to ask for pennies to spend, and one day Father John said, "You may have ten pennies to spend every week, but you must spend them carefully and for things you really want. What do you need to buy with pennies?"

"Candy," said Betty.

"Gum and candy," replied Ben.

Father John said: "I gave you money for Sunday school yesterday, and last week we spent some money for Mother's birthday present, and you sometimes want to go to a birthday party and take a gift, so you both need money with which to buy things to give to other people. What other things do you want to buy?"

Betty couldn't think, but Ben said he wanted a new scooter; and then Betty knew she wanted a carriage for her doll. Their mother suggested that Ben needed shoe strings and Betty elastics to hold up her socks. Betty was careless with her elastics and perhaps it would help if she should buy her own. If Ben bought his shoe strings he might remember not to jerk them so hard and they would not break quite so often. They all talked over the children's needs very seriously and finally concluded that one pair of garters and one pair of shoe strings every five weeks would be enough, so Father John allowed two cents a week for each child for these items. The children decided for themselves that they would like to give two cents a week to the mite boxes and Sunday school. Then Mother said that if they would pay a part of the cost of the scooter and doll carriage she would pay the rest. When each child had saved twenty cents they would go shopping for the toys. Father John said he would add two cents a week for toys and two cents a week for candy or ice cream or anything else they wished to buy. This gave them a weekly spending plan which their mother said was like her budget, only smaller:

Giving ... \$0.02 (birthdays)

and

Sharing ... .02 (mite boxes and Sunday school)

Needs .... .02 (shoe strings and garters)

Play ..... .02 (their own choice)

Saving ... .02 (for scooter and doll carriage)

If they decided to give up the candy and gum they could save the twenty cents for the toys in half the time.

Father John was careful not to give the twins too large a problem, not to make them wait too long before accomplishing their purpose in saving, and to provide opportunity for choice. For birthday and Christmas presents the children were to spend only their own money. Their parents were strongly opposed to the custom of purchasing expensive gifts for children to present to their playfellows.

Attractive boxes were divided carefully into five marked compartments and each week the boxes were opened with some ceremony and ten pennies put into the proper spaces. The children discussed with Mother or Father the ways in which the money had been spent during the preceding week. They were expected to justify any departure from their plan. Neither Mother nor Father scolded if the money was not used according to the plan, but no additions were made. Birthday or Christmas money was not provided if the children had neglected to accept their mother's advice regarding future needs and had used gift money for some other purpose. The boxes were not left about the house but were carefully put away. At first they were in the mother's care but as the children learned to control their desire to spend they were allowed to go to them at will.

As the years went on, the several amounts were adjusted and increased. Purchasing responsibilities grew from shoe strings into a complete wardrobe. All kinds of play were added to the enjoyment of candy (which was for reasons of health a strictly forbidden luxury at times, and always limited in quantity). The movie problem was dealt with in the same way. When lessons and health prevented attendance, no money was allowed for that particular pleasure; but un-

(Continued on page 268)

# TEN COLLEGE DON'TS

SOME HELPFUL GUIDING POINTS FOR  
THOSE WHO ARE THINKING ABOUT  
SENDING CHILDREN TO COLLEGE

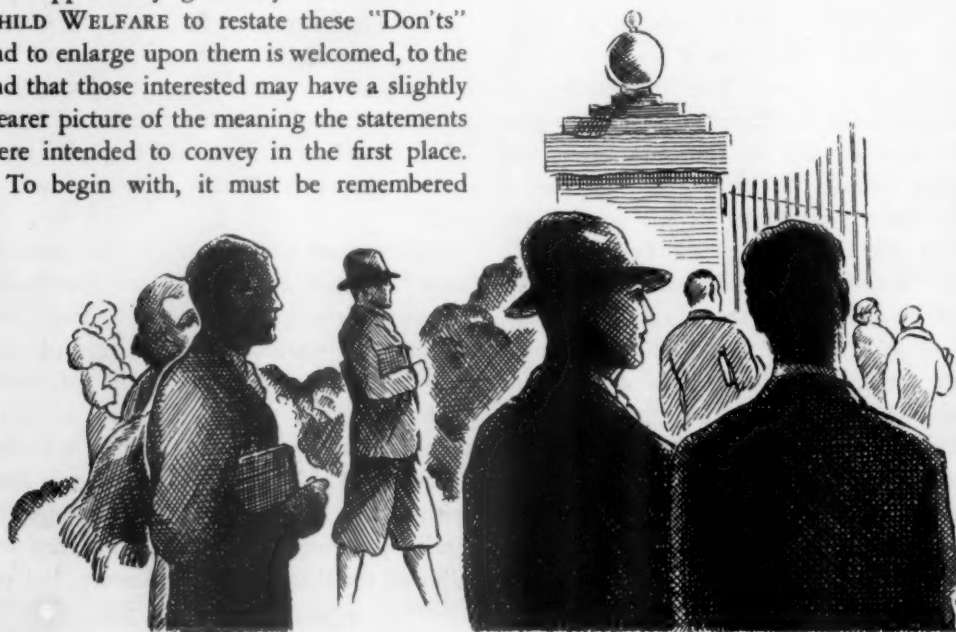
By MILTON E. LOOMIS • Assistant Dean, New York University

**W**HAT is a sane and sensible attitude for parents to take toward the problems of their children in the matter of higher education? This question was propounded to the writer some time ago. Part of the attempted reply was cast in the form of a series of "Don'ts" to parents, which attracted much wider attention than their intrinsic merit deserved and which, removed from their context, were subject to a considerable amount of misinterpretation. It was apparently assumed, because of the negative form of the propositions, that aid and comfort was being given to the theory that too great a percentage of those graduating from high school were "going to college," and that something ought to be done about it. The opportunity given by the editors of *CHILD WELFARE* to restate these "Don'ts" and to enlarge upon them is welcomed, to the end that those interested may have a slightly clearer picture of the meaning the statements were intended to convey in the first place.

To begin with, it must be remembered

that the original problem dealt with the question of a "college education" as it is generally understood, namely, exposure through at least four years to the curriculum of a college of liberal arts. Such a college normally has little or no immediate vocational or professional aim, and considers its main function providing its students with a "cultural" education. The primary relation of the arts college to any actual problem of earning a living is through serving as a vestibule to some professional school, as of law, medicine, education.

It will be noted that the question of sending one's children to college in the sense described above is narrower in scope than the question of providing additional



educational experience beyond the secondary school. Opportunities for such experience are legion, but many of them are outside the generally accepted notion of a "college education." Any negative approach to the broad question of higher education in general, such as one that might form a series of "Don'ts," would be thoroughly misleading, because the American system of higher education offers any high school graduate of at least average intelligence some worth while opportunity for further education. Negations and cautions are in order only in the matter of the traditional four-year arts college, whose advantages many cannot profit by, do not need, and cannot afford.

In saying this, it is not intended to minimize or underestimate the value of the services of the arts college. Its achievements and triumphs have contributed immeasurably to the growth of American civilization and culture; they are an adequate answer to critics. The arts college has been properly considered the core of American higher education, and while it is and should be subject to constant reëxamination, reëvaluation, and readjustment to fit it more perfectly into the scheme of changing American life, it is certain to hold its place, under enlightened

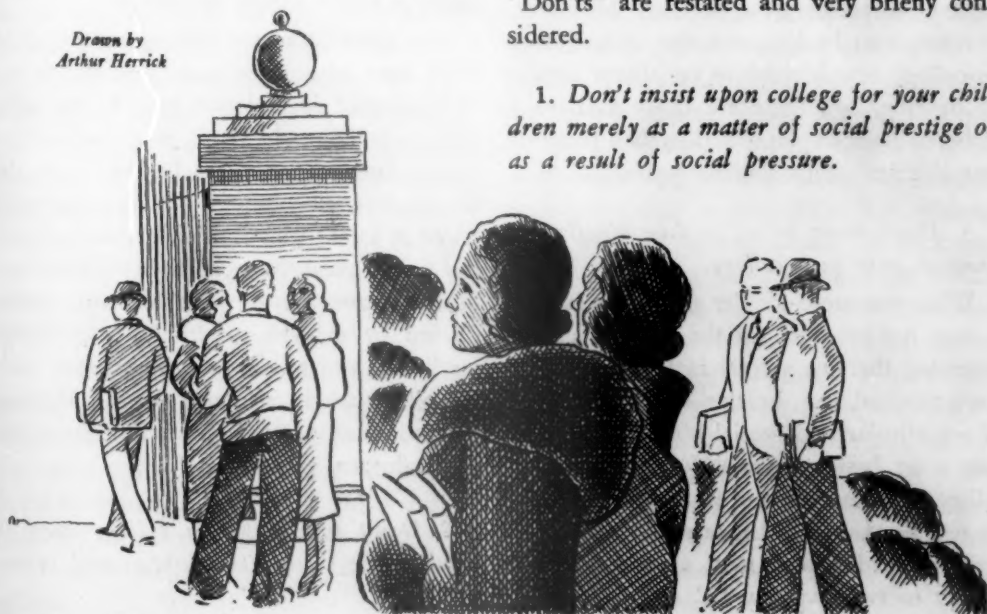
leadership, at the heart and center of our educational system.

Moreover, it should not be assumed that in intimating that the arts college is not necessarily an institution of essential salvation to all, approval is given to programs of arbitrary and artificial limitation of college registration. The large increase in the number of arts college graduates has been pointed to with alarm; but in and of itself it is injurious only to a false and mischievous conception of educational caste which thrives upon a prideful feeling of exclusiveness and which is contrary to the basic ideas of democracy. The opportunities of the arts college should be open to all who can profit from them, whether the number of such persons be large or small. The justification of the college does not lie in its degree, by which it distinguishes the few from the many, but in its capacity to prepare its students for larger and richer service both to themselves and to the community, and the value of this function of the college increases as does the number of those who are effectively touched by it.

WITH these reservations, the "Don'ts" are restated and very briefly considered.

1. *Don't insist upon college for your children merely as a matter of social prestige or as a result of social pressure.*

Drawn by  
Arthur Herrick



January, 1933

Many people find themselves in social and neighborhood circles within which it is "proper" and therefore necessary that the son or daughter shall attend college. One loses social caste unless one can say that his son or daughter will attend, is now attending, or has graduated from this or that arts college. This pressure may go so far as to select certain of the better known and more anciently established institutions and command attendance at one of them. Subservience to this form of coercion may be and frequently is most unfair to the young men and women who are for the most part unconscious victims of it. Social *mores* of this kind are ruthlessly disregarding of the aptitudes and desires of the individual, and should, on occasion, be courageously resisted.

2. *Don't encourage attendance at a particular college merely because of the choice of chums.*

Secondary school friendships are often close and fine, and there is a natural temptation to continue them into the college years. Friendships, however, do not always imply identical aptitudes or similar life ambitions, and it is foolish to sacrifice the latter in an attempt to preserve the former. Moreover, it must never be forgotten that in university or college new friendships are almost certain to develop, and these are likely to have a richer influence upon after-life than those of less discriminating younger years.

3. *Don't insist upon, or take blindly for granted, your own college.*

What was sauce for the goose—or gander—may not be sauce for the gosling. Even assuming that the success in life which you have attained may be due to the influence of a particular and special *alma mater*—and this is at best very doubtful—it does not follow that the success of your son or daughter will be assured by the same academic prescription. Moreover, most alumni of from twenty to twenty-five years' standing really

know very little about the institutions from which they graduated. Every such institution, no matter how encrusted with tradition and conservatism, is bound to change in the course of years, and such changes are many times so gradual and so subtle that the average alumnus is wholly unaware of them. All he really knows about his college is what he remembers, usually inaccurately, of his own experience there; and that, as a basis for the advice and direction of his children, is all too unreliable.

4. *Don't insist upon college merely because you went to college.*

There is a tendency to assume that the offspring of college graduates will of course also be graduates of some college, even if not the one that nurtured the parent. Family tradition and family pride are involved, and the scion or scioness is offered up for sacrifice. No doubt it is true that ability to profit from a college training may, in some degree, be transmitted from generation to generation, but blind dependence upon heredity and upon that alone will lead to many tragic mistakes.

5. *Don't insist upon college merely because you did not go to college.*

The ambition of the parent that his child shall have advantages that he lacked is not to be decried or undervalued. At the same time, a college education, in the sense that is here implied, must not be erected in the imagination of those who have not experienced it as the one absolutely indispensable key to the good things of life. The college of arts is one, but only one of many, means offered by modern society for preparation for living, and people who have never been to college are in as much danger of overestimating as of underestimating its value and influence.

6. *Don't insist upon a college near at hand merely to maintain contact and supervision.*



Many of the most important values of college life come from the independent mastery by the student of the problems of living. The college student who has these problems solved for him, or who is given too much help in their solution, is missing some of the outstanding advantages of college experience. If he attends a college near his home, the chances are his family will not have sense enough to leave him alone. Of course, a near-by college may be desirable as meeting his particular requirements, or may be necessary as a measure of economy, but these and other things being equal, the child should be encouraged to go far enough away to be free of excessive parental care and interference.

7. *Don't encourage (if possible prevent) college merely to promote athletic interests.*

Athletic interests in college should not be permitted to dominate and control the college career. The college with the most famous coach and the best team will, naturally, produce the largest number of all-American football players and intercollegiate champions, but such fame is short-lived and seldom satisfactorily capitalized in after-life. The argument is not against athletics but against permitting athletics solely to determine one's academic destiny. Many athletic "majors" either find themselves prepared only for the precarious and usually brief career of the professional athlete, or, awaking too late to a vocational ambition, find that they have wasted precious time.

8. *Don't encourage college merely as an avenue to membership in a fraternity or sorority.*

It is not intended to enter into an extended discussion of the advantages or disadvantages of Greek letter societies. It is contended that the fact that a given college contains a strong chapter of the ancestral fraternity or sorority should not be the determining factor in choosing that particular college.

9. *Don't treat the child as a total loss merely because he does not or will not go to college.*

Serious harm may be done to impressionable personalities by setting up a distasteful or an impossible goal, and then treating failure of attainment as an indication of grave mental deficiency. It must be remembered that success in college depends not so much upon ability, as such, as upon that peculiar type of ability that carries with it skill in abstract and analytical reasoning. Social or mechanical ability, involving skill in managing persons or machines, has little value in the college world, but is highly prized by society at large. It does not follow, therefore, that the young man who cannot make the grade in college is a failure, but disappointed parents may make him believe he is, and that belief may make him one.

10. *Don't discourage college merely for financial reasons.*

One hears it said occasionally that the college student who has to work his way through college gets much more out of it than the one whose financial road is smooth. That need not be so, for while the self-supporting student may keenly appreciate what he gets, he will almost surely get less than the reasonably serious student who has more leisure. However, the need for complete or partial self-support should not be allowed to veto irrevocably a college career. In almost every college community, in normal economic times, opportunities for earning one's way are numerous and, in addition, many institutions have funds from which money for tuition fees and other expenses may be loaned to students. Borrowing money to pay for a college education is much like borrowing money to develop or improve an industrial plant; both operations may be economically sound and sensible. So while lack of money may be a regrettable inconvenience, it need not be deemed an insurmountable barrier to a successful and profitable college experience.

# BABIES AND RICKETS

A WELL-KNOWN AUTHORITY TELLS WHY  
RICKETS SHOULD BE PREVENTED, AND HOW

By MARTHA M. ELIOT, M. D. • Director, Child Hygiene Division, U. S. Children's Bureau

1. *Why is it so important to prevent rickets?*
2. *What are the symptoms of rickets?*
3. *What are some of the results?*
4. *What procedure would you follow to prevent your child from having rickets?*

ONCE again we are in the midst of the season of short days and dark days, and everywhere in the temperate zones, especially in the more northern parts, the conditions are right for the development of the perennial crop of rickets among our babies. Unless steps are taken to prevent it the crop will be gathered, as it has been many, many times in the past, in the late winter and early spring months and many babies will suffer needlessly. This year, more than for many years, must great effort be made to provide the well-known preventives. When times are hard and food rations are short, rickets tends to flourish. From various sources reports have come that more babies suffered from rickets last winter than for a number of years past. With the accumulating hardships that go with prolonged privation we may expect even more rickets this winter; and, unless special care is taken,

cases will crop up where least expected.

## THE EFFECTS OF RICKETS

BUT what is this disease called rickets and why should we prevent it? In spite of all that has been said and written about rickets in recent years there is still confusion in the minds of many people as to



*In winter, a sun bath before an open window is a fine thing*

*Outdoor play in the sun helps to build up resistance against rickets*



*Drawings by Wynna Wright*

what the disease is and how it may be avoided. Most people think of rickets as the disease that causes bowlegs, and to a great extent this is true. It is not always appreciated, however, that rickets is primarily a chronic nutritional disease, caused by lack of the ultra-violet rays of the sun and by lack of a special substance found in some foods, called vitamin D. Nor is it yet widely enough known that rickets usually starts in

very early infancy and affects the rapidly growing and well-nourished baby more often than the baby who grows slowly. The prematurely born baby who grows very fast is especially likely to develop rickets. Then, too, dark-skinned babies tend to develop more severe rickets than fair-skinned ones. If unchecked, rickets may continue into the second or even in a few cases into the third year, and the bad effects last through life.



*Every baby  
should have  
cod-liver oil  
daily*

*A well-balanced  
diet is always  
essential*



the most serious deformity due to rickets is that of the pelvic bones; and this, if severe, results in a narrow, flat pelvis in adult life. In women such deformities often make normal child-bearing difficult or even impossible and may cause injury or even death to the newborn baby. If a child's chest bones are greatly deformed by rickets, the deformity may prevent his lungs from expanding properly, and thus make him more subject to lung infections. Besides, resistance to infection is lowered by rickets and the disease is frequently complicated by respiratory infections, such as bronchitis and pneumonia. Associated with rickets there may occur a condition called tetany in which the child has convulsions. Babies do not die from rickets alone, but they may die, and frequently do, from the complications such as pneumonia or tetany.

#### HOW TO PREVENT RICKETS

TODAY, fewer and fewer children should have severe rickets, for preventive measures are known which, if adequately employed, will prevent the development of deformities and complications except in certain unusual cases. If rickets is caused by a lack of ultra-violet light and of vitamin D, it is self-evident that it may be prevented by supplying these factors in adequate quantity.

Scientists who have studied the disease now know that rickets affects many parts of the body, but most strikingly the bones, which may become greatly deformed, and the muscles, which become weak and flabby so that the baby and little child often cannot sit up or stand or walk at the usual ages. A baby may have rickets long before his mother notices anything wrong with him—long before his legs become badly bowed or before other deformities appear—for the disease usually starts when the baby is growing most rapidly and is gaining weight. Later, as rickets makes headway, the baby's general nutritional condition may begin to suffer; and as the deformities of his legs and chest and head become more marked, his growth may slow down and he may cease gaining weight. Though the most obvious deformities are those of the legs, perhaps

All the world now knows that sun baths are good for babies, even for the smallest infant, but perhaps all the world does not realize that by giving the baby sun baths every day, by letting the child play about in a sun suit all the spring and summer, we are providing the ultra-violet light that is perhaps the best preventive of rickets.

Though sunlight is most effective in preventing rickets when it reaches the baby's skin directly (not through window glass or clothing) the light that comes from a cloudy sky, sometimes called skyshine, will help, provided the baby is put out under the open sky and receives light from all sides. Unfortunately, in the temperate climates enough sunlight to prevent rickets is available during only part of the year and a substitute for it in the form of vitamin D must be supplied from at least the first of October until April. Even throughout the spring months the sunlight in temperate climates is not intense enough to be relied upon solely and usually must be supplemented with some other substance containing vitamin D until June or July.

For many years cod-liver oil has been our main source of vitamin D, and today it still stands as the best natural supply of vitamin D that is available for use in the prevention of rickets. From the first of October at least until the first of June or July, every baby, whether breast fed or artificially fed, should have cod-liver oil as part of his regular diet. He may well take it throughout the year and should be given it until he is at least two years of age. Cod-liver oil is one of the essential foods for babies and in no sense can be considered a "luxury." Milk, either raw or pasteurized, contains a very small amount of vitamin D, but it cannot be relied upon to prevent rickets.

Another natural source of vitamin D has recently been found in salmon oil which has been shown to contain approximately twice as much vitamin D as does cod-liver oil and will cure rickets in babies very rapidly. Unfortunately salmon oil is not yet

on the market. When it does become available parents will have another very valuable food to give to their babies and children to prevent or cure rickets.

In recent years a great deal of attention has been given to a number of substitutes for sunlight and cod-liver oil which have been produced artificially by the irradiation of chemicals or food. Many parents now know of the new medicine called viosterol. Viosterol is made by exposing a substance called ergosterol to ultra-violet light. By so doing the ergosterol becomes very powerful for the prevention or cure of rickets. A given amount of viosterol is many, many times as powerful as cod-liver oil and so must be used in drops instead of in teaspoonfuls. Because it is so powerful, viosterol should be given to a baby only under a physician's careful supervision.

Many foods when they are exposed to ultra-violet light, like ergosterol, acquire the power of preventing and curing rickets. Irradiated milk is the most important of these and is being marketed principally in the dry form. It is known that if cows are fed substances that contain very large amounts of irradiated ergosterol their milk takes on antirachitic properties that are sufficient to prevent or cure rickets. For babies that must be artificially fed, such milk may be used as an antirachitic agent, but it would seem best to use it under a physician's direction so that the total amount of antirachitic food may be carefully regulated. Other artificially prepared foods and medicines that are on the market are too numerous to be discussed in detail. A word of warning should be given with regard to the use of several antirachitic agents at the same time. A physician's advice should always be sought before using any of the artificially produced agents.

With so many different ways available for the prevention of rickets it would seem impossible for any baby to escape getting enough of at least one form of vitamin D, but unfortunately many babies are not get-

*(Continued on page 267)*



# THE SUMMER ROUND-UP

THE CHIEF OF THE CHILDREN'S BUREAU EMPHASIZES THE VALUE OF THIS HEALTH PROJECT

**P**ARENTS — many of them at least — appreciate the value of medical supervision of the baby. Regular trips to the child health center, with helpful discussion of all the problems that have arisen since the last visit and prompt reference to doctor or clinic if disease is present, mean a healthy, happy baby and a minimum number of sleepless nights and anxious days for Mother and Father. When babyhood is ended and the child becomes a toddler, there is a change in viewpoint. Parents who regularly consulted the doctor about the baby now become very irregular visitors to the health centers or the doctor. One value, therefore, of the Summer Round-Up has been that it has called attention to the importance of scientific care during the whole preschool period, if the child is to show optimum

"By the safeguard of health and the protection of childhood we further contribute to that equality of opportunity which is the unique basis of American civilization."

—HERBERT HOOVER

growth and development when he enters school.

No event in the life of the individual, save perhaps birth itself, his entrance into the world as a self-

supporting individual, and his marriage, is more important than his entrance in school. It is the beginning of his formal education and preparation for adult life. It is the end of the protected home period and the beginning of community relationship which will broaden through life. The child's success in his first school work and in his first school relationships are of the greatest importance. His chances of success are greatly increased if he is physically fit for the new strains. The Round-Up determines that fitness.

The young child is peculiarly susceptible to certain dread diseases from which he can now be protected by immunization. While



*The Advisory Board of the Summer Round-Up which recently met in Washington. Seated, left to right: Miss Betty Wright, Miss Ruth Bottomly, Mrs. Hugh Bradford, Dr. Lillian Smith, Miss Mary Murphy, Dr. Oppenheimer, representing Miss Abbott of the Children's Bureau. Standing: Miss Eleanor Brown, Dr. Harold Mitchell, Dr. William A. Howe, Dr. Carl E. Buck, Dr. LeRoy Wilkes, Dr. W. W. Bauer, Dr. George Wandel, Miss Louise Strachan*

## CHILD WELFARE

doctors advise that the child should be immunized against smallpox and diphtheria by the time he is six months old, because most of the deaths from these diseases occur during the first years of life, if this precaution has not been taken it is especially important to make sure he has been properly safeguarded when he begins school and comes regularly in contact with many children.

THE parent-teacher association is the community agency best fitted to urge that every child be physically fit when he enters school. While the child hygiene division of the local health department keeps up a year-round educational program as to the health needs of children and assists in the examinations and in the follow-up after the Round-Up, it is the parents themselves who must bring the children to the stations and who must make the final decision as to the correction of defects which are discovered.

The success of the 1931 campaign is very heartening. More than 1,000 communities

were organized; more than 75,000 children were examined at the Round-Up stations; and a larger number of communities than before report 100 per cent correction of defects. But 75,000 is not quite half of the number entering school for the first time last year. In 1932, we can hope that more than half of all the children will have this physical check-up before they begin their school life. It is particularly important during this fourth year of economic distress. The success of the Round-Up will depend on careful planning by the Round-Up committee, and effective cooperation of school and health agencies. These I am sure you can count on. It will depend even more on sustained interest of the members of the National Congress of Parents and Teachers.

*Grace Abbott*

GRACE ABBOTT,  
Chief, Children's Bureau,  
U. S. Department of Labor



*Courtesy Filene's, Boston*

*This charming garden, which is part of a secondary school in London, England, is entirely the work of the girls shown in it*

# BETTER MOVIES

## A STIMULATING EXPLANATION OF THE NEW CONGRESS PLAN WITH REGARD TO MOTION PICTURES

By CATHERYNE COOKE GILMAN • Chairman, Committee on Motion Pictures, N. C. P. T.

WE are proposing a new approach to the motion picture problem. New objectives have been adopted and new procedures are being developed. This has been made possible by the increased availability of non-theatrical films for education and recreation. It has been made necessary by the failure of previous plans to improve motion picture production, distribution, and exhibition.

The new plan provides for cooperation with the departments of state and national governments, with universities, research centers, historical societies, art institutes, museums, and industrial and scientific laboratories in establishing film libraries, film catalogues, and systematic distribution of visual aids to education and non-theatrical pictures for wholesome recreation. This new emphasis in principle and in policy is in closer accord with the child welfare objectives of the parent-teacher movement than is the stimulation of the use of commercial motion pictures or the increased attendance at theatrical performances. Even a casual study of the available educational and non-theatrical films is encouraging and gives promise of a fruitful future in this field. The art and mechanism of motion pictures furnish unparalleled opportunities to educate and re-

create. They are choice instruments of progressive education which cannot achieve to its fullest capacity without visual aids and the elements of recreation found so specifically in motion pictures.

This complete change of emphasis is needed in considering this very important and pertinent problem for parents and teachers. It has been conclusively established that the proposals for cooperation made by the motion picture industry have been ineffective. These include such procedures as previewing, listing and publishing film estimates, promoting the best and advertising the rest, sponsoring "junior matinees," arranging for "family nights," organizing "Mickey Mouse Clubs" and "Kiddie Revues." All these have failed to improve the production of motion pictures made for amusement purposes. Even local ordinances and state legislation have not succeeded in

bringing about an increased number of desirable recreational productions nor an improvement in the treatment of subject materials used in motion pictures. These practices have delayed the use and development of educational and non-theatrical recreational films. They have created a false sense of security, neutralized the benefit of the recommended



*It is fun to become acquainted with people of other races. Here is a Mexican boy at a railroad station*

picture, given free advertising to undesirable pictures, and stimulated attendance at theaters where the entire program is not selected or controlled. They have diverted the efforts of large groups of parents and others interested in the welfare of children from the more constructive use of one of the greatest mediums of education and recreation.

Because of the importance of this subject and its relation to our homes, our schools, our religion, and our government, very serious consideration must be given to it. Much has been written and more has been said, but the insistent demand now is to do something to utilize the motion picture for the benefit of society and to eliminate or reduce to a minimum its power to exploit children and its danger to international

peace and goodwill. Something must be done to improve motion pictures not only for children but for adults; and not only for our own citizens but for the people of the entire world. Our national character is menaced wherever our motion pictures go.

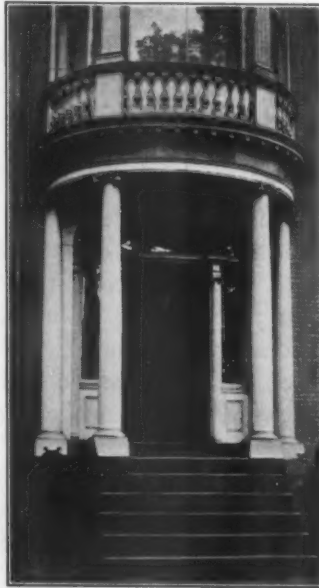
**WE** need first to clear away all forms of cooperation with the motion picture industry. It is well to know just what the proposals of the representatives of the motion picture industry are and it is most desirable to understand the implications and

significance of such suggestions when made to parent-teacher associations, religious groups, social and civic clubs. It has been the practice of the industry to propose previewing whenever dissatisfaction has arisen concerning the quality of motion pictures. Groups have been encouraged to make recommendations or complaints to the local theater managers or to the Public Relations Studio at Hollywood.

The futility of this practice is shown when we know that the local theater manager must buy his pictures in blocks often long before they are produced. He is under contract to play such a large proportion of each block of films sent to him that the number he may discard is immaterial even if he pays for them, and he must pay

for them. Reporting or complaining to the local manager is therefore ineffective. He can do very little about the matter although he may wish to please his community and conscientiously try to do so. He is compelled to take a fixed percentage of the producers' output

and is under contract to use it. If he defies the producers and distributors, he must arbitrate his differences. If he tries to bring the matter to the attention of the court, he has broken his contract and can be charged by the parties involved with a violation of contract. He must not only answer in court the charge of a violation of his contract, but he is also confronted with the fact that he cannot get films from any of the members of the Motion Picture Producers and



*Stories can be woven around the history of old houses, and principles of architecture learned, as well*





Distributors of America, Inc., which produce 95 per cent of all films shown in theaters. He must close his theater or play the game under the uniform contract which provides for block and blind booking and compulsory arbitration. The Supreme Court has held that these conditions are in restraint of trade and in violation of the anti-trust laws. The companies have been notified to desist, but so far no appreciable change is evident.

If the other suggestion is adopted and complaints against motion pictures go to the Public Relations Studio at Hollywood, nothing can be done about that. It is an agency of the combined production and distribution companies and receives all its support from them. Therefore, the point for us to remember is that previewing and reporting our likes or dislikes will have no appreciable influence on the character of pictures produced, distributed, or exhibited in this or other countries.



*This gateway might be the entrance to many exciting adventures*

ANOTHER proposal of the motion picture representatives is for groups to make evaluation lists or film estimates and publish them. If the group is agreeable the industry will pay for the printing and distribution of the evaluation list. Such lists contain both the recommended and the unrecommended pictures. The only result is that free advertising has been secured for motion pictures through the publications of groups. According to the published statement in the November, 1931, issue of "Previewing," the Motion Picture Producers' Association bears the expense of printing and distributing the lists for the General Federation of Women's Clubs, the International Catholic Alumnae, and the Daughters of the American Revolution.

Such lists carry with them a certain sanction of the organizations making them. Any casual investigation will show that the magazines issuing those lists have had to use the estimates made by the industry's agency at Hollywood or New York. Any of these lists which you find in any of the magazines shows that the majority of pictures listed are estimated by the agents of the industry to be objectionable for children and young people. This should be conclusive evidence that the industry profits by the listing of undesirable pictures published in welfare and religious magazines. These lists are necessarily incomplete, they are late in arriving and succeed only in advertising the harmful, the crude, and the inane as well as the occasional desirable picture.

Another intriguing suggestion comes to groups in the form of a procedure to cooperate in getting better pictures. It is the policy of "support the best and ignore the rest." Under this plan

"family nights," "week-end sales," and "children's matinees" are proposed. One "good picture" is promised but the rest of the program is uncontrolled. Even the "good picture" is rarely satisfactory throughout. If the program contains the promised desirable picture, it will also include an undesirable comedy, trailer, stage show, or news reel. Such cooperation should depend upon a complete program of desirable entertainment.

THE aim of the industry is to increase the box office receipts by stimulating attendance at the motion picture theater. If

(Continued on page 270)



*Illustrations by Valery Carrick for "Picture Tales from the Russian"*

## THE BUN

By VALERY CARRICK

ONCE upon a time there was an old man, and one day he wanted something nice to eat, so he said to his wife: "My dear, please make me a bun." But she answered: "What am I to make it of? We have no flour." "What nonsense," he said, "of course we have! You've only got to scrape the sides of the bin and sweep its floor and you'll get plenty!"

So his wife took a feather brush, and scraped the sides and swept the floor of the bin, and got a little flour together. Then she kneaded the dough with cream, rolled out the bun, spread it over with butter, and put it in the oven.

And the bun turned out simply splendid! She took it out of the oven and put it on the window-sill to get cold.

And there the bun lay and lay, and he began to feel lonely, so he just took and rolled off!

From the window-sill he rolled down on to the bench, from the bench, on to the floor, and over the floor to the door.

Then he rolled right over the threshold into the lobby, out of the lobby on to the front door steps and down the steps right out of doors, and rolled straight along the road into the field.

Reprinted by permission of Frederick A. Stokes Company from *Picture Tales from the Russian*, by Valery Carrick.

Suddenly he met a hare, and the hare said to him: "Mr. Bun, Mr. Bun, I shall eat you up!" "No you shan't, Mr. Hare, for I'll sing you a song." And he started singing: "I'm Mr. Bun, I'm Mr. Bun, I was scraped from the sides and swept from the floor of the bin, I was kneaded with cream and fried in butter, and was put to cool on the window-sill, but I got away from gaffer and I got away from grannie, and I shan't find it hard to get away from you!" And when he had finished his song he went on rolling farther, and was out of sight before Mr. Hare had time to look.

And he went on rolling, when suddenly he met a wolf, and the wolf said to him: "Mr. Bun, Mr. Bun, I shall eat you up!" "No you shan't, Mr. Wolf, for I'll sing you a song." And he started singing: "I'm Mr. Bun, I'm Mr. Bun, I was scraped from the sides and swept from the floor of the bin, I was kneaded with cream and fried in butter, and was put to cool on the window-sill, but I got away from gaffer and I got away from grannie, and I got away from Mr. Hare, and I think I'll find it easy enough to get away from you!"

And he went on rolling farther, when suddenly he met a bear. And the bear said to him: "Mr. Bun, Mr. Bun, I shall eat you up!" "Indeed you shall not, you old crooked-paws, you couldn't if you tried." And he started singing: "For I'm Mr. Bun, I'm Mr. Bun, I was scraped from the sides and swept from the floor of the bin, I was kneaded with cream and fried in butter, and was put to cool on the window-sill, but I got away from gaffer and I got away from grannie, I got away from Mr. Hare, and got away from Mr. Wolf —Good-bye, Bruin!"

And he went on rolling farther, when suddenly he met a fox, and the fox said to him: "How do you do, Mr. Bun, how pretty you are, and how well-baked you are!" And Mr. Bun was pleased at being praised, and he started singing: "I'm Mr. Bun, I'm Mr. Bun, I was scraped from the sides and swept from the floor of the bin, I was kneaded with cream and fried in butter, and was put to cool on the window-sill, but I got away from gaffer and I got away from grannie, I got away from Mr. Hare, and got away from Mr. Wolf, I got away from Bruin and I'll get away from you!" "That's a fine song," said the fox, "please sing it to me again, but come and sit on my nose, I've got so deaf lately."

So Mr. Bun jumped up on Mr. Fox's nose and sang his song again. And the fox said: "Thank you, Mr. Bun, but please sing it just once again. And come and sit on my tongue, then I shall hear still better." And Mr. Fox put out his tongue and Mr. Bun jumped on to it, and Mr. Fox just closed his mouth and ate Mr. Bun up.





*Paradise Valley in Rainier National Park, only a few hours from the convention city*

## THIRTY-SEVENTH ANNUAL CONVENTION

NATIONAL CONGRESS OF PARENTS AND  
TEACHERS, OLYMPIC HOTEL, SEATTLE  
WASHINGTON—MAY 21-27, 1933

**W**ASHINGTON, the "Charmed Land," bids you come! The spirit of understanding that links the hands of Congress workers in a friendly grasp will find a way. Let no barrier of miles or money check your coming! Start now to plan your budget.

Three thousand volumes have been written by Northwest authors about this wonderful country. You will not wonder at this record after one glimpse into nature's art gallery on the shores of Puget Sound. The motive that gave inspiration to authors helps to "build children to match our mountains."

*Come!* Warm hearts and a joyous welcome await you! The rugged West holds out its arms in greeting!

*Washington Congress of Parents and Teachers*



*The Seattle skyline as it looks to those on Elliott Bay*



---

---

# ~ All-Round Health Course ~

## THE FIFTH LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



### ESSENTIALS IN SCHOOL HEALTH

By JAMES FREDERICK ROGERS, M. D.

Consultant in Hygiene and Specialist in Health Education, U. S. Office of Education

THE title of this article would indicate that school health differs from health in other situations. Whether or not this was intended by those requesting an article on this subject, it may be well to determine what we mean by health wherever we find it. Some children in an English school were asked for their definitions of health. One answered, "When you are nice and fat"; another, "When you are very cool"; another, "When you get clean and keep clean"; and another, "When you are all right." It is evident that if the first child's answer is correct, the second and third answers are not. However, the fourth answer may serve the purposes of all four children, provided it is "all right" to be clean, and cool, and fat. The definition might cover many more particulars. In fact it is a very good general definition.

One of the meanings of "right" in Webster's dictionary is to be—"well in body, mind, spirit, and the like: in good condition." But "in good condition," or "all right," for what? Suppose we add—for play, and for work. We then have, for the purposes of this article, the definition of health as "the state of being all right, or in the best condition possible, for work and play at school."

This condition—this health of the child—should not differ at all from his condition at home. School and school life are different, however, from home and home life. There may be conditions in the school which make for all-wrongness instead of all-rightness and it is an essential of school health that these harm-producers be nonexistent or reduced to a minimum.

If the child's health has been looked after at home as best we

1. Why speak of "school health" as if it differed from health elsewhere?
2. Why should every parent be interested in the Summer Round-Up and in medical examinations in schools?
3. What are some of the causes of physical defects of children aside from those which may have existed from birth?
4. Why should there be daily health examinations of school children? What of their importance? Who should make them?
5. What schoolroom conditions affect the well-being and well-working of the child?
6. Should the child be taught to know about himself and his needs for health?
7. What is the place of play in the life of the child? Is its supervision important?

know how, he will be, when school days arrive, at his best for the work and play of school and we are concerned to make the school as healthful a place as possible. Many children have not been so cared for at home, however, and hence the parent-teacher interest in the betterment of such children through the Summer Round-Up.

#### WHY THE SUMMER ROUND-UP?

**N**O man liveth to himself. Certainly no child liveth to himself when school days arrive and this very fact is the greatest menace to his health in school. The child does not go to school merely to learn to use words and figures and to learn to live with others of his age. Would that were the case. If we are not active in our school health work he will bring home with him from the school, besides his books and pencils, an itch mite or a head louse, and besides learning his letters there is a possibility of his acquiring smallpox or diphtheria. It is for this reason that those who have done all they could for the health of their own children should wish to see *all* children rounded up, examined, and put in right condition before entrance to school, for if all children are protected against smallpox and diphtheria these diseases will not be

brought from school and if all children are free from verminous diseases these will not be acquired by any child along with knowledge.

Before their entrance to school many children have been made "all wrong," or partly wrong, for life, by experience with measles, scarlet fever, infantile paralysis, colds, and the like. Many have not had the care which permitted them to recover fully from damaged eyes or damaged ears or damaged limbs. Just why such "defects" should be looked for just before school can be explained only by saying that this has not previously been done. Either parents did not know of the possibility of such damage or they had no opportunity for such examinations. It cannot be said that they did not care, for, with very rare exceptions, parents think more of the health, or the "rightness," of their child than of anything else. These defects of eyes, ears, nose, teeth, heart, or lungs have but slight effect on other children but every child needs looking after for his own sake. We must take an unselfish view of the matter and make it possible for every parent to learn regarding his child's physical rightness or wrongness.

Curing cross eyes, or treating running ears, or strengthening a crippled leg will not make the child's mentality different, but this care will enable him to do more easily what he does in school, to enjoy more fully both his work and his play, and to make the most he can out of life. And this is what we wish him to have. School is for life and not life for going to school.

#### SCHOOL HEALTH EXAMINATIONS

**W**HETHER or not preschool children are rounded up, they are caught by the school dragnet later



*Left, the traditional hardwood school seat and desk. Right, a new-type adjustable upholstered seat designed by seating and posture experts*

and previous examinations do not make it less imperative that, at school, examinations be made daily for signs of communicable diseases (including verminous infestations) and children who seem to be a possible menace be sent to their homes until we are sure they are safe to have in the schoolroom. It is much better for the school to be too suspicious of such cases than to overlook a source of danger. Of course, such

children should not have come to school. This is a matter of home health and not school health, but lack of information on the part of the home creates (as we have already indicated) this form of school health work. These daily examinations are usually the business of the teacher, for, with rare exceptions, the teacher is the only person who sees the children on their daily entrance to school and throughout the school day. For five or six hours a day she takes the place of the parent and should be keen to prevent her numerous family from developing more cases of ringworm, impetigo, colds, measles, mumps, whooping cough, and the like than is wholly unavoidable.

The teacher should also be observant of sore eyes, of running ears, of poor vision, of bad hearing, of a nose which cannot be used, or any readily noted condition which detracts from the "rightness" of any child. She should refer the child to the school physician for his opinion in the matter. If there is no school physician no parent should consider it other than a kindness if the teacher suggests to him or her the possibility that his child's health might be improved in any way.

Most schools have a physician or a nurse employed to make examinations periodically



*Courtesy National Recreation Association*

*A model playground in Warsaw, built by the Governmental Board of Physical Education in Poland*

into the child's physical condition; but many children are not present when these examinations are made, enter school later, or for some other reason are missed. Besides, the development of diseases and defects does not await the yearly visit of the school doctor. Health is a daily and hourly condition, not an annual event. The parent whose children need looking after should be thankful for this means of learning their needs and the parents who take the best of care of their children should be thankful for and helpful in promoting health examinations since these are a means of at least protecting the health of their own children.

## SCHOOLROOM CONDITIONS

ONE of the definitions of health given in our first paragraph was, "When you are very cool." The question may have been asked in warm weather or the child may have been one whose schoolroom was frequently overheated. A tropical room climate makes a child dull or slow. For the time being he is a Hottentot and the Hottentots are notoriously inactive. If the outside temperature is low the child is more likely to take cold when he leaves the school.

High temperatures of schoolrooms are the fault of teachers or janitors, unless some patent ventilating arrangement is the cause.

You will note that the child did not say that health is "when you are cold" and in many schools the children, or some children, would say that health is "when you are nice and warm." Cold is, next to famine, our worst enemy, and "colds" are well named for they are rarely troublesome except in cold weather.

Many schools, especially one-room schools, cannot be properly heated; the foundations are not tight, and the floors are cold although there may be heat to spare at the ceiling. This is because thick floors and closed foundations have not been provided for the school. A school should at least be built for comfort and kept comfortably, though not uncomfortably, warm.

No school is too well lighted and many are badly lighted. Still more are not as light as they might be if they had clean windows and clean, light paint on walls and ceilings. There can hardly be too much natural light, provided it is not direct sunlight and provided children do not have to face the windows.

Children are not "all right" for school work unless they are comfortably seated. No seat is comfortable for long, but an ill-fitting one is much worse than one which does not fit at all. It is the business

of teachers to know whether seats are suitable. It is the work of the parents to see that such seats and desks are furnished by the school if they are not already in use.

Cleanliness does not always bring health but it often affects it, directly or indirectly. Since this is the case every school should have ample accommodations for the children to keep clean. There should be clean washing fixtures with hot water, soap, and towels. It is, of course, the function of the school to see that these are used. The toilets also should be sanitary in construction and be kept sanitary. They should be a good example of what such facilities ought to be.

It is more important that what goes into the body be clean—especially the water school children drink. It should be from

a safe source and dispensed in a safe way. Sanitary drinking fountains are not always sanitary but they should be. Parents should urge the school authorities to supply proper equipment for health in the schools if they have not already done so.

One child thought health was "when you are nice and fat." One is certainly not "all right" unless he is well fed. Feeding is, in general, the business of the home, except in regard to the noon lunch if this needs to be furnished in whole or in part at school. The parents can aid the school to provide the necessary outfit for preparing and serv-



*Courtesy Cleanliness Institute*

*Group handwashing effects cleanliness and a saving in water consumed, too. The water flow from the perforated pipes and its temperature are under key control. On the wall to the left is the tank which supplies the soap pipe*



ing the lunch. There should be plenty of leisure in which to eat that lunch.

It should be the business of the school to teach children things they need to know about how to keep themselves "right" and how to help others to keep "right." The school often neglects this duty and parents should see to it that health teaching is given, and adequately given, in both elementary and high schools.

#### PROJECTS FOR THE GROUP

1. Support a Summer Round-Up campaign in your town or city.
2. If regular health examinations are not given in your schools, make an effort to have them established.
3. Make a careful study of the ventilation, heat, and light conditions, seats, toilets, and hand-washing facilities. If conditions do not fulfil high standards for maintaining the health of the children, institute a campaign to have defects corrected and necessary additions made.
4. Let each member of the group resolve to see that his or her child is in good health each morning and if he is not, to keep him out of school.

activities. The school should do the rest.

#### SUGGESTED READINGS

Collier, Lucy W. "School Health Program for Parent-Teacher Associations and Women's Clubs." Washington: Office of Education, Department of the Interior. Health Education Series No. 5. 5 cents.

Keene, Charles H. *The Physical Welfare of the School Child*. Boston: Houghton Mifflin. \$2.40.

"Health Education." Washington: National Education Association. 50 cents.

"Health for School Children." Washington: Office of Education. School Health Studies No. 1. 10 cents.

"Health in High

Schools." National or State Tuberculosis Associations. 10 cents.

"Is Your Child Ready for School?" Washington: Office of Education. Health Education Series No. 19. 10 cents.

"Parent-Teacher Associations and School Health." New York: American Child Health Association. 35 cents.

"Sanitation of Schools." Washington: Office of Education. Leaflet No. 1, 1930. 5 cents.

White House Conference on Child Health and Protection. *The School Health Program*. New York: Century. \$2.75.

White House Conference on Child Health and Protection. *The Administration of the School Health Program*. New York: Century. 50 cents.

(The sixth article in this study course on All-Round Health, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education, will be "Playing for Health," by Carl L. Schrader, and will appear in the February issue.)

#### PLAY AND HEALTH

THE White House Conference says that "play is the life of the child." What is the use of being "right" if there is no "life" in which to exercise that rightness? This means that the child should have a place and opportunity to play during the school day (and at other times) and any needed instruction or supervision of play activities. If rightly managed these help to preserve health of both mind and body. To accomplish this result play activities should be fitted to the child and not the child to the activities. No child should be driven into physical exercise and sometimes, though not often, a child needs to be curbed in his physical ambitions. It is the business of the school to plan play times that are suitable and to know whether the individual child should play or should be doing something else. The responsibility of the school is great in this as in other fields affecting the "rightness" of the child. It is the part of the community to furnish the place for play and to supply wise supervision for physical

THE environment in which the child carries on his school work must be the kind in which he will be safe from bodily harm and in which he can have those advantages and carry on those activities which will insure the development of a strong, healthy body.—*The School Health Program*

# CHILD WELFARE

*The Official Magazine of the National  
Congress of Parents and Teachers*



THE GRIST MILL

## The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

**J**ANUARY, 1933—gives us, at least, a point of departure in the conquest of new child welfare fields. Of promises—never to be fulfilled—we are weary. To vigorous action following carefully made plans, rather than to impotent resolve, we turn with hope of success. Back of us, as Congress workers, lie the experiences of millions of members who have come, done their bit, and departed during the past thirty-six years. It is our common inheritance of their policies, their struggles, and their victorious deeds which binds us together as we devote ourselves this month to our special tasks, and as we look into the months to come.

We shall consider particularly, in January, the subject of thrift and its relation to character education, with practical application to training children in thrift habits, and to managing wisely our own reduced incomes.

We also consider, in January, the waste of human life and happiness involved in using the labor of little children in jobs unsuited to their growing years.

The sincerity of our desires to give children, little and big, a fair chance to develop into the best of which they are capable, may well be put to the test as we attack our work in this opening month of a new year.

## NATIONAL CHILD LABOR DAY

**T**HE annual observance of Child Labor Day (January 28-30) raises the question as to the effect of the prolonged depression on the employment of children. The census of 1930 showed a reduction of 37.1 per cent, as compared with 1920, in the number of working children ten to fifteen years of age, and of 13.6 per cent in the number sixteen and seventeen years of age. All indications are that the ranks of child workers have been further depleted since the census was taken.

Unfortunately, the few types of work which, from a vocational standpoint, offer real opportunities for boys and girls have suffered the greatest decrease. Moreover, adult unemployment has increased the pressure upon many children to contribute to family support. Although the total number of child workers is falling off, therefore, boys and girls are increasingly drifting into such occupations as street trades and domestic service where the number of workers who can be absorbed is more or less flexible, or into the more devious byways of industry where minors may readily be exploited.

Sweatshop methods have reappeared extensively, in small textile and apparel fac-

tories, for instance, where young girls are often overworked and underpaid. They need the protection of humane laws, carefully enforced.

Another fruit of the depression, the full bitterness of which is not yet tasted, is the growing number of boys and girls who leave school for work, only to discover that there is no work for them, and who have no choice but to sink slowly into habits of idleness. Thousands of boys and young men, finding themselves unwanted in industry or trade, have left their homes and taken to the road. They are not hoboes—yet. But they need help if they are to reestablish themselves in society.<sup>1</sup>

#### CAN PARENTS HELP THE SCHOOL?

NOT long ago we attended a meeting of a parent-teacher association at which the principal of the school was asked what the parent members could do to cooperate with the school. Here at last, we thought, we are going to have true parent-teacher cooperation. But we were let down with a thud. The only cooperation that the principal could think of, apparently, was purely monetary and material. It smacked of the old "equipment stage" we thought had passed. He suggested that the parents give the school a much-needed radio.

We could not help wishing, of course, that this young man had just mentioned a few of the many, many non-monetary ways in which the parents can help the school. He may have been taking them for granted, but it would have done no harm to call attention once more to the fact that parents can help both their children and the school by establishing at home a friendly attitude toward the school; by refusing to become wrought up over petty complaints brought home by children before the school and the

teachers have been given a fair chance to state "their side"; by seeing that their children have plenty of sleep and a balanced diet so that they may be at their best in work and in play; by providing a place for study away from interruptions and noise; by training children never to be without their "company manners."

We have a fond belief that there are thousands of principals and teachers and parents throughout the country who recognize the fact that the place for parents' influence over their children is not only in the home, but in the school as well, on the streets, in all places; and who act accordingly.

#### PRESERVING DEMOCRACY

THE preservation of democracy is a sacred trust placed upon the public schools by the builders of the nation," said William J. Bogan, Superintendent of Schools, Chicago, in an address before the National Education Association. The preservation of democracy is still the responsibility of teachers, providing parents send to the schools children free from unreasonable, undemocratic attitudes and prejudices.

Small chance has a teacher of today to teach democracy, even patriotism and loyalty to country, if the children under her guidance hear nothing but carping criticism of public officials at home and if Father and Mother, following the fashion of the times, indulge in scathing denunciation of a group, classified wholesale as "feeders at the public trough." We grant that there have been errors in administration, local, state-wide, or nation-wide; at the same time let us grant that there are individuals who are attempting to serve this nation with the same sincerity as that characteristic of the builders of the nation. Men and women in public service are just as likely to be basically honest as the most esteemed of their critics.

The preservation of democracy is possible only if the nation's teachers and the nation's parents accept a common ideal of democracy.

<sup>1</sup> Clubs, schools, or other organizations wishing to plan a program for National Child Labor Day are invited to send to the National Child Labor Committee, 331 Fourth Avenue, New York City, for free material, including an outline of the status of child labor and educational legislation in any specified state.

---

---

# ~ A Parent-Teacher Program ~

FOR FEBRUARY



## V. FOUNDERS DAY

The National Congress of Mothers was founded by Mrs. Alice McLellan Birney and Mrs. Phoebe Apperson Hearst on February 17, 1897, at Washington, D. C.

In 1908 the name of the organization became the National Congress of Mothers and Parent-Teacher Associations. Since 1924 it has been known as the National Congress of Parents and Teachers.

Mrs. David O. Mears, who attended the first meeting of the Congress in Washington, and is now an honorary vice-president, suggested, in 1910, the observance of Founders Day at the February meetings of local parent-teacher associations. Year by year this observance has grown in popularity. Its value lies very largely in the emphasis it places on reviewing the principles upon which the Congress was founded and the educational significance of its two phases of work—parent education and parent-teacher cooperation. These were the corner stones upon which Mrs. Birney and Mrs. Hearst started to build a great movement.

We do well to honor these farseeing founders at our local meetings in February. Given below is an outline which may be developed by Congress units in memory of founders, National, state, and local. The material referred to in this program, and on page 259, as well as articles which will appear in the February issue, will be of great assistance to presidents and program makers. The committees concerned in giving this program are Founders Day, Drama and Pageantry, Music, and Standard and Superior Associations.

Singing of P. T. A. Songs  
(See National Song Sheet)

### BUSINESS MEETING (15 minutes)

- a. Consider matters of business which have not been referred to the Executive Committee, or which have been referred by the Executive Committee to the general meeting, with recommendations to be voted upon.
- b. Present reports of committees working on projects connected with previous programs.

### GENERAL FEATURES (15 minutes)

Excerpts from messages of State and National presidents. (See current numbers of state bulletin and CHILD WELFARE.)

### MAIN PROGRAM (30 minutes)

Talk by a parent: **A Brief History of the National Congress of Parents and Teachers.**

(Points to develop: the purposes and ideals of the founders. How are we meeting them? Have we accepted their challenge?)

"As the aim and purpose of the Mothers' Congress is to encourage and stimulate the efforts of those already enlisted in the cause of childhood, and to awaken those who have not hitherto brought to bear upon this subject the serious thought which is its due, the scope of its work is unlimited."—MRS. THEODORE W. BIRNEY

### References

CONGRESS PUBLICATIONS: "Founders Day" leaflet; *Through the Years*, \$1.00, p. 77; Birney, Mrs.

January, 1933.



Theodore W. *Childhood*. \$1.00. Chapter V; *A New Force in Education*. \$1.00, pp. 21, 31, 49.

Mason, Martha S. *Parents and Teachers*. Boston: Ginn & Company. \$2.00. Chapters VI, XV.

CHILD WELFARE:

"Echoes from Founders Day—1932." Mabel K. Raymond. This issue, p. 256.

"Birthdays." Caroline Hosmer. February, 1932, p. 354.

"Echoes from Founders Day—1931." Mabel K. Raymond. January, 1932, p. 278.

"The Ideals of the Founders." February, 1931, p. 360.

"The Spirit of Founders Day." Mrs. Hugh Bradford. February, 1931, p. 325.

**Talk by a teacher: How Can We Achieve True Cooperation between Parents and Teachers?**

(Points to develop: practical ways in which the home can help the school in the training and education of children; the need for parental backing of teachers' decisions; the effect of criticism of teachers and school system by parents before children; the value of conferences between parents and teachers; the value of frank discussion of pupils' difficulties. It is hoped that this may be a frank presentation of the subject, giving definite methods by which parents may cooperate with the school which their children attend, and not merely generalizations as to the need for such cooperation.)

"The closer the contact between parent and teacher, the better for the child. We are all more or less conscious of this truth, but comparatively few, either among the great mass of parents or the teachers, make a definite attempt to secure systematic cooperation." — MRS. THEODORE W. BIRNEY

*References*

CHILD WELFARE:

"Can Parents Help the School?" This issue, p. 253.

"Cooperating with Teachers." Frenchie R. Irwin. February, 1932, p. 347.

"Parents, Teachers, and Education." Jessie Gray. November, 1931, p. 148.

"Relating Home and School Habits." Afton Smith. September, 1931, p. 10.

"How Parents Can Use Report Cards." Knute O. Broady. November, 1931, p. 149.

**SOCIAL HOUR**

Candle lighting ceremony (or pageant) in celebration of Founders Day.

(See: "Echoes from Founders Day," by Mabel K. Raymond. *CHILD WELFARE*, this issue, p. 256; January, 1931, p. 278.)

A tea honoring the founder of this local association and its presidents.

**PROJECTS**

1. Establish local parent-teacher headquarters.
2. Secure permanent place for publications of state branch and National Congress.
3. Send Founders Day gift to state treasurer for National and state extension work.
4. Conduct a "Know Your Own School" campaign.
5. Fulfill Standards requirement of sending in subscriptions to *CHILD WELFARE* equal to 10 per cent of the membership. If the association is Standard, work to make it Superior, sending in subscriptions to *CHILD WELFARE* equal to 15 per cent of the membership.

**A TRIBUTE**

By CHRISTINE PARK HANKINSON

President, Georgia Congress of  
Parents and Teachers

The finest tribute I can pay  
Our Founders on this honor day  
Is not to light the candles, blue  
And gold; nor is it to review  
The days gone by. It is to see  
A joy in holy ministry  
To childhood; then, as parents must,  
Pledge new allegiance to the trust.

It is to see an endless line  
Of boys and girls—your child and mine—  
The bright, the dull, the halt, the lame,  
(Mute testimony whence they came),  
And know, as long I must have known,  
That each is strangely like my own;  
And then to pray on bended knee  
That I may serve accordingly.

A Parent-Teacher Program for March: "What the Community Owes the Child"—to be published in the February issue of *CHILD WELFARE*

# ECHOES FROM FOUNDERS DAY—1932

Compiled by MABEL K. RAYMOND • Acting Chairman, National Founders Day Committee

SINCE 1910, when the plan was presented by Mrs. David O. Mears for the observance of our Congress birthday anniversary, this annual celebration has been one of the key meetings of the year. At the February parent-teacher meeting we honor our co-founders, Mrs. Theodore Birney and Mrs. Phoebe A. Hearst, and we invite state and local leaders whose contributions to child welfare have been outstanding to be present and share in the festivities.

Our National chairman, Mrs. Mears, recently said, "Is it not true that no parent-teacher association can be ideal, can realize its highest privileges and greatest development in service until it has an annual, delightful, inspiring observance of Founders Day with a birthday gift for National and state extension work?"

The observance of Founders Day each year has become more universal and the voluntary gifts for extension work are more and more appreciated by the state branches and the National Congress. Our birthday gift last year was \$26,596.86; one-half of this, with two personal gifts, gave the National Congress \$13,298.43 for its extension work this year. We have set a goal of \$15,000 for 1933. May we all contribute so that the work for child welfare may not suffer.

## HAWAII

AMONG the most interesting reports received last year was one from Alaa, Hawaii. Mrs. Oma Duncan, principal of the Olaa school, was a pupil in Mrs. Hugh



Bradford's class at Honolulu some years ago. She prefaced the report with these words: "We do not forget, even in far off Hawaii." The announcement for the Founders Day meeting was made in both English and Japanese and the presi-

dent, Mr. Thomas Imai, presided. A guest from the Hilo Standard School was Judge Stephen Desha, Jr., president of that organization, who presented the aims and purposes of our organization. This was given in English and then translated into Japanese by Mr. Miyanoto. A birthday cake was a feature of the meeting. The ceremony connected with the lighting of the candles was participated in by father, mother, and teacher members, each of whom presented some phase of child welfare work with which he was familiar. Surely this meeting in Hawaii speaks eloquently for our extension work and for the universal appeal of the observance of our birthday anniversary.

## VERMONT

THE following Founders Day program was presented by the Proctor Parent-Teacher Association. (Revised)

Twelve charter members of the organization were dressed in costumes dating back to the closing years of the nineteenth century, and impersonated the original Board of Managers of the National Congress of Mothers.

One of the number represented the first president, Mrs. Theodore Birney, and read the address which she gave at the first meeting of the National Congress in Washington

on February 17, 1897. (Obtain from National Office.)

Thirty-five little girls, dressed in white and wearing sashes of blue and gold over their shoulders, represented the thirty-five years of our growth. As each placed a flower in a basket the high lights of Congress history were presented. (Thirty-six this year.) At the proper time "A Valentine to Mrs. Mary Grinnell Mears" (February, 1931, CHILD WELFARE MAGAZINE) and "An Ode in Honor of Grandma Bailey's Centenary" (January, 1932, CHILD WELFARE MAGAZINE) were read while the women impersonating these founders stood. Afterward the basket of flowers was presented to the honor guest, a past president and the oldest member.

The chairman gave an historical sketch of the first ten years of the Proctor Parent-Teacher Association. This was followed by an address on "How the P. T. A. Can Help Superintendents."

A beautifully decorated birthday cake was brought in and the candles were lighted by local officers, state workers, and past presidents. As a part of the ceremony all stood a moment in silent prayer in memory of the departed workers. A P. T. A. prayer followed, the singing of Mrs. Milton P. Higgins' hymn, "My Tribute," and the reading of Evelyn Ensign's poem, "The Voice of Our Founder."

The cake was then cut and served and a social hour was enjoyed.

The evening closed with the singing of "America."

January, 1933

## WISCONSIN

SEVERAL Milwaukee associations presented the following Founders Day observance:

**Stage:** The background, three large pictures, one each of *home*, *school*, and *church*. Place them far enough apart and sufficiently high to form the background for a half-circle group of singers (fathers, mothers, and teachers). Link the pictures together with a paper chain representing the P. T. A.

Place in center, before the chorus group, who may wear head bands labeled *P. T. A.*, a large *P. T. A.* birthday cake upon which are placed thirty-six unlighted candles. A bowl large enough to hide the cake from the view of the audience may be made of cardboard (large hat box with the bottom removed might do).

To the left and right of bowl, station a number of members representing the ingredients about to be used in making the cake. Label them thus: *teachers*, *parents*, *well-discussed needs*, *well-chosen committees*, *consistently applied work*, *co-operation*; flavored with *enthusiasm*, *community fun*, *interesting programs*, *spicy ingredients*; for filling, *knowledge*; for icing, *kindliness*, *beauty*, *hospitality*. (Other ingredients may be substituted.)

Have one member stationed in center with a huge spoon and wearing a baker's cap. To soft music, and one at a time, those representing the different ingredients approach the bowl and, bowing in pantomime, drop their ingredients into the bowl and return



The Dayton and Montgomery County, Ohio, Council Birthday Cake of the P. T. A.—February 17, 1932

to former position. When all ingredients have been deposited, the baker uses his large spoon to mix the cake, being careful not to spoil the cake hidden in the bowl. Now with a "presto, change" he removes the paper bowl, showing the birthday cake upon the table. At this time, the chorus sings a Founders Day song and the candle lighting ceremony is presented. A tall taper is lighted and given to the organizer of the local association who lights the first candle and recites the tribute to the founders, Alice McLellan Birney and Phoebe A. Hearst (from free leaflet).

The taper is passed to the first president who lights the second candle, symbolizing the "Infancy of Our P. T. A." The taper is then passed to the next president, whose years symbolize the "Preschool age"; next, to a president whose years symbolize the "Primary" and "Intermediate" stages; next, to the 1932 president, who lights the fifth candle representing the "Elementary Life of Our P. T. A." The taper is then passed to the vice-president who lights the sixth candle and begins the alphabet (given below). The secretary and treasurer follow in turn; then others of the half circle group, each lighting a candle, naming a letter and defining it in such a manner as to bring out this new and original "Parent-Teacher Vocabulary":

- A Altruism, with no thought of personal glory.
- B Benevolence, whose mantle should be thrown around our work.
- C Courtesy, to each other.
- D Divinity, whose guidance is constantly necessary.
- E Efficiency, in every phase of P. T. A. work.
- F Faith, which must be abiding, and stands for faith in the principles of P. T. A.
- G Growth, which must be constant and normal.
- H Harmony, as necessary in life as in music.
- I Individuality, developed through service in this group.
- J Justice, assured to all groups who abide by "National Guiding Principles."
- K Kindness, to all—our Motto.
- L Love, love of parent and teacher for child, the motive power of P. T. A. work.
- M Motherhood, the crowning glory of life.
- N Nobility, of character the mainstay of civilization.

- O Optimism, which turns all skies blue.
- P Perseverance, which brings success.
- Q Quality, more necessary than quantity.
- R Recreation, all work and no play makes Jack a dull boy.
- S Scholarship, with whose standard we must keep pace.
- T Tolerance, upon which our civilization of America was founded.
- U Understanding, of one another and of our aims.
- V Valor, needed in the battle of life.
- W Welfare, the welfare of our children.
- X Stands for multiplication of our interests.
- Y Youth, the flower of the land.
- Z Zeal, the success of the P. T. A. is in proportion to the zeal of its members.

Arrange to have the principal of the school light the thirty-fifth candle and give a short address. The last candle is lighted by the president with these words: "I light this candle to the success of the future of our P. T. A. This taper represents the inspiration we receive from our founders and the leaders of the National Congress. We pledge to keep this light before us and to maintain high standards of parent-teacher work."

The cake is then cut and coffee and cake are served to all. A box, nicely decorated in P. T. A. colors, is placed conveniently near to receive donations which are sent to the National Congress and the state branch as birthday gifts.

It will be necessary to arrange this program to fit the local group. Several letters of the alphabet may be presented by one member when the membership is small.

## OREGON

THE following "Pageant of the Nations" was presented by the Glencoe School, Portland.

This pageant consisted of two scenes. The first showed a huge picture frame erected in the center of the stage. After appropriate music, a girl, dressed to represent a particular country in which parent-teacher work has been an important factor, stepped into the frame. At the same time a reader told what parent-teacher work had meant to the



country represented. Eight countries in all were represented. (Get text from the Oregon Founders Day chairman, Mrs. Colton Meek, 447 E. 54th Street, Portland.)

The second scene showed thirty-five first-grade girls (thirty-six for this year) dressed in white and arranged to represent a huge cake. With their backs to the audience, they encircled an older girl dressed as Liberty who was the center of the cake. A reader then presented thirty-five ideals and aspirations of the parent-teacher movement (see free Founders Day Leaflet). At the reading of each, a child turned, faced the audience and raised an unlighted candle to the crown of her head. Candles were blue and gold—National Congress colors. The unlighted candles eliminated the danger from fire. The program was concluded by group singing of a patriotic song.

## VALUABLE MATERIAL FOR PROGRAM MAKERS

"Founders Day"—A 16-page leaflet of program suggestions. Single copies sent free to Congress members on application to the office of the state Congress. Quantity prices: 20 for \$1.00; 100, \$4.00.

The following Founders Day material may be secured from the National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C.

### PAGEANTS

Mimeographed pageants are priced 5 cents each, 6 for 25 cents.

**FOUNDERS DAY ACROSTIC**—Arranged to fit the program of the small local associations. Characters, 22. Time, 15 minutes.

**THE GIFT BEARERS**—A candle lighting pageant. Presents, in rime, the work of the various committees of the National organization. Suitable for councils or large associations. Characters, 40. (This number may be cut by assigning "committee" parts to those taking the part of "department.")

**THE ORACLE SPEAKS**—Emphasizes the four corner stones, Home, School, Church, and State. Suitable for small or large associations. Characters, 7. Time, 15 minutes.

**PAST PRESIDENTS' CANDLE LIGHTING CEREMONY**—Features the outstanding events of the local unit and the departments of the National organization. Characters, 13. Time, 15 minutes.

**SHORT CANDLE LIGHTING CEREMONY**—May be presented largely by children. Honors the founders and various committee members who forward the local work. Characters, 20 children, 3 adults. Time, 30 minutes.

**TO LIVE MOST AND SERVE BEST**—This, interspersed with dances or drills, interprets in several scenes the work and worth of parent-teacher associations. Necessary characters, 40. Additional characters—Camp Fire Girls, Boy and Girl Scouts, fairies, 48. Time, 1½ hours.

### FILM STRIP

**PARENT-TEACHER FILM STRIP** of 34 pictures and title plates giving brief history of the NCPT. Interesting for any parent-teacher program and of especial interest on Founders Day programs. May be used on any still film slide projector using 35 mm. film or on stereopticon with the addition of film slide projector. \$2.00.

### MUSIC

**A LITTLE CHILD SHALL LEAD** (Solo). Jaccard. Words and music, 25 cents.

**THE MOTHER'S HYMN.** Music by Helen Grinnell Mears. Words and music, 10 cents.

**MY TRIBUTE.** Mrs. Milton P. Higgins. Words only, 1 cent each; 12, 10 cents.

**NATIONAL SONGSHEET.** Words only. Single copy, 2 cents each; quantity price to 1,000, 1 cent each; 1,000, \$8.00.

**P. T. A. SONG.** Spurr. Words and music, 35 cents each; 20 to 50, 25 cents each; 50 and over, 20 cents each. Orchestration, all parts complete, 50 cents.

**TREE OF THE P. T. A.** Stockton. Words and music, 35 cents.

### PICTURES

**MRS. BIRNEY,** 15 cents; 2 for 25 cents; 12 for 75 cents.

**MRS. HEARST,** 15 cents; 2 for 25 cents; 12 for 75 cents.

## HISTORY FUND

**I**N addition to the contributors to the History Fund who have been listed in previous issues of **CHILD WELFARE**, the following have made contributions:

State branches:

Indiana, Michigan, South Carolina

Individuals:

Mrs. L. Cass Brown, Illinois

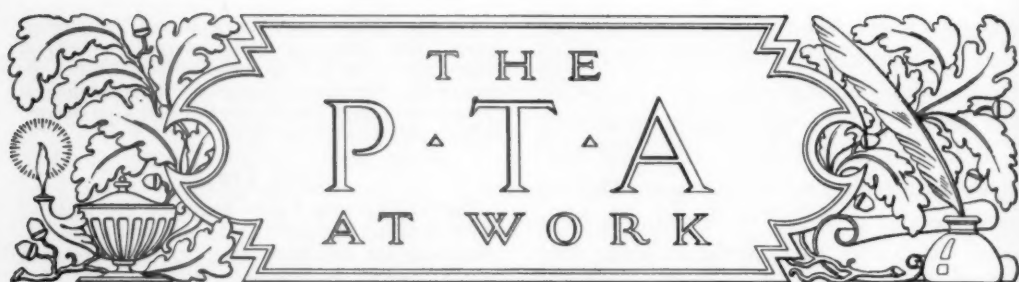
Mrs. B. I. Elliott, Oregon

Mrs. B. F. Langworthy, Illinois

Miss Ellen C. Lombard, District of Columbia

Mrs. S. M. N. Marrs, Texas

All who wish to contribute to a special fund which will be applied to the publication of a history of the National Congress of Parents and Teachers, now being written by Winnifred King Rugg, are asked to send checks to Mrs. B. I. Elliott, National Treasurer, 3601 N. E. 71st Street, Portland, Oregon.



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

### A FINE PRECEDENT TO FOLLOW

*Colorado*

The State Board of the Colorado Congress has an annual fall conference when officers, committee chairmen, specialists in child welfare, college professors, county superintendents, and parent-teacher members from all parts of the state gather to discuss plans for the year.

The two-day conference was held in Denver this fall, and 200 were registered from twenty counties. Mrs. Charles E. Roe, National Field Secretary, was present at all the meetings.

Each registrant was given a folder containing mimeographed copies of the plans of the various chairmen. Each chairman was presented by the director of the department in which he serves. Opportunity was given for questions, and Mrs. Roe gave a summary at the close of each department report.

Such a conference is an excellent chance for instruction of workers, and a splendid means of coordinating and stimulating the work through the state.—MRS. SHERMAN C. ROE, *State Historian*.

### AN OUTLINE FOR STUDY CLASSES

*Michigan*

A course of study for parents and teachers, "The Behavior of Children and Adults," has recently been published through the co-operation of the Michigan Congress and the University of Michigan. This outline will be of value to parents who wish to use

systematic methods of studying, and to teachers and leaders who wish to encourage active study in groups. The subject matter has been carefully selected and arranged to encourage self-helpful methods of observing and studying. The behavior studied is chiefly that in which the home is interested. The course is planned especially for those interested in children from infancy to the age of twelve. However, parents of older children have found the study of early behavior development an aid in understanding older children.

Suggestions for organizing a study club are included in the outline. The course consists of about sixty pages, and is distributed for thirty-five cents by George Wahr, Publisher, Ann Arbor, Michigan.—*Adapted from THE MICHIGAN PARENT-TEACHER.*

### PARENTHOOD INSTITUTES

*North Carolina*

The little town of Black Mountain is situated in a mountain region well known to tourists, a locality rich in summer assemblies, summer camps, and year-round schools. A children's clinic attracts parents and children from a large number of neighboring states.

The idea of making a parenthood institute available to parents, both local and living at a distance, occurred to a member of the community who was Director of the Health Department of the North Carolina Congress of Parents and Teachers. This suggestion led to the idea of having the institute sponsored by the state organization, which at

once gave the weight of its standing and responsibility to the movement. An appeal to the state board of health likewise met with a most cordial and hearty response—and its cooperation was also something to tie to, both on account of its standing as a sponsor and because of the speakers it was able to supply. Local newspapers were prompt to see in the project something that would bring to the locality the favorable attention of the rest of the state, as well as that of the adjacent states. They were more than generous both in announcing the sessions and in broadcasting the talks. The county department of education, the local woman's club, and practically every agency appealed to gave cordial support. The manager of the moving picture theater refused to take a cent of money for the use of the theater in which the sessions were held.

The most amazing feature of the whole project was the fact that it was put on at practically no expense.

The speakers were all connected with some other enterprise near at hand, and charged no fee. A small sum provided by the optional registration fee was spent in the necessary printing and postage. The U. S. Children's Bureau lent moving picture reels on appropriate subjects, and also furnished much printed educational material for free distribution.

So thoroughly satisfactory was the experience of the first year, that it was repeated with considerable enlargement and intensification the following year. Departments were established for discussion of the in-

terests of various age levels; and it was arranged so that those interested in specific problems could meet the lecturers for personal conferences.

On three successive evenings the local broadcasting station generously gave time during which speakers were able to talk to many more than were able to attend the institute. Local parent-teacher associations attended on special days.

During the third year, a particularly effective innovation was made—a series of luncheon round tables at which registrants and lecturers met informally and discussed topics of interest.

The fourth session of the Southern Parenthood Institute was held last July, and was the best one so far. The attendance was about seventy-five, practically all parents, and most of them from parent-teacher associations.

For such parents as may care to get similar benefits for themselves at the cost of a little effort, we might paraphrase a well-

known advertising slogan, "Don't envy a good parenthood institute—have one!"—FRANK HOWARD RICHARDSON, *Hilltop, Black Mountain.*

#### Washington

Interest in parent education conferences was ably demonstrated in the state of Washington when a recent check in registration showed that 3,250 parents and educators attended the four conferences held in different cities during the month of October. In Seattle alone, where the conference was held for two days under the auspices of the



*Mrs. Hugh Bradford, President of the National Congress (left), and Miss Alice Sowers, Associate Chairman of Parent Education, just before Miss Sowers went to the Washington Conferences*

University of Washington and the Washington Congress of Parents and Teachers, 2,700 were in attendance and filled the building to capacity. Miss Alice Sowers was a featured speaker at all meetings, while Mrs. A. E. Dalmage, president of the Provincial Parent-Teacher Federation of British Columbia, together with seventy-five members of that group, attended the Bellingham or "Border Conference." Mrs. M. D. Wilkinson, State President, was a speaker at three of the sessions. All conferences were arranged to meet at approximately the same time in each city as the Washington Education Association regional meetings. Thus an opportunity was afforded to both groups to exchange speakers, viz: Spokane, Tacoma, Seattle, and Bellingham.—MRS. NEIL HAIG, *State Publicity Chairman, Washington Congress of Parents and Teachers, Seattle.*

## WORK FOR LIBRARIES

### Kentucky

The Committee on Library Extension of the Kentucky Congress has three main objectives this year:

1. A county library system under the direction of a trained librarian in every county in Kentucky.
2. A school library with a trained librarian in every high school in Kentucky.
3. A program to acquaint the public with the important rôle of public and school libraries in the modern educational program, with special emphasis on the fact that libraries are essential to the educational and social life of the community.

The plan of work is outlined as follows:

1. Organized effort on the part of the Kentucky Congress of Parents and Teachers in cooperation with the Kentucky Library Commission.
2. Recognition that a county library to have any degree of permanency must be tax-supported.
3. Organization of a county library system in accordance with the Kentucky law.

4. Support of the recommendations made by the State Department of Education for high schools.

In this period of economic readjustment, immediate emphasis must be laid upon safeguarding the essential service of existing libraries—on *conservation* rather than *extension*. It is planned to have each local parent-teacher association follow up the plans in its own community and county.

A story-telling clinic has been formed at the Louisville Free Public Library, and many of those working in it are connected with parent-teacher units in Louisville and Jefferson County.

The clinic was organized as follow-up work of the White House Conference, and its purpose is to promote the recommendations of the Committee on Reading of the Conference as set forth in the pamphlet, "Books in the Child's Bill of Rights."

The objectives of the clinic are:

1. To study the habits of voluntary reading of various types of children.
2. To plan a method of meeting the reading problems of each type or group, and to encourage more voluntary reading of a higher standard.
3. To cooperate with the Louisville Free Public Library in conducting story-hours, reading and dramatic clubs.
4. To have an annual conference on childhood and youth.

There are several committees to help in carrying on the work of the clinic, and the plans and aims together with reading lists are published in mimeographed pamphlet form.—BERNICE W. BELL, *State Chairman, Library Extension, Louisville.*

## SURVEY COMMISSIONS APPOINTED

### California

A number of commissions have been authorized by the State Board of Managers to survey and make a study of various phases



of Congress work. A commission on Organization Procedure, with instructions to recommend changes which will unify and standardize the work, was appointed; also one on Department Policies which will facilitate the continuance of a project through succeeding administrations; and one to study the State and National By-Laws and make recommendations. As a result of the request of the State Superintendent of Public Instruction, a particularly important commission was appointed to coordinate and correlate the work of the California Congress and that of the State Department of Education.—*From Report of President for Proceedings.*

### AN OUTDOOR THEATER FOR SCHOOL CHILDREN

*New Jersey*

A new outdoor theater has proved an interesting addition to the Lincoln School in Rutherford. It is an amphitheater, situated on the side of a hill in the rear of the school where a natural concave slope makes an ideal setting for an amphitheater. The trees surrounding the site give it a touch of nature and beauty, so that the theater follows somewhat the classical lines of the famous Athenian outdoor theater. Its main purpose is to provide an appropriate and beautiful place in which children can express themselves through speech and action, and develop character and culture through pageantry and exercises in the great outdoors.

The amphitheater is fan-shaped, has eleven tiers of seats and accommodates 600 people. Two interior aisles divide the seating area into three sections. There are aisles also on the outer sides. The top row measures eighty-eight feet in length, and is nearly ten feet above stage level.

Special attention was given to the size of the stage in order to make possible the production of

pageants in which distance adds effectiveness. The stage measures thirty feet across the front and has a depth of thirty-five feet. A wall of evergreens will form the background of the stage and for the projecting wings, affording entrance to the stage. The floor of the stage is carpeted with green turf, and harmonizes with the general surroundings.

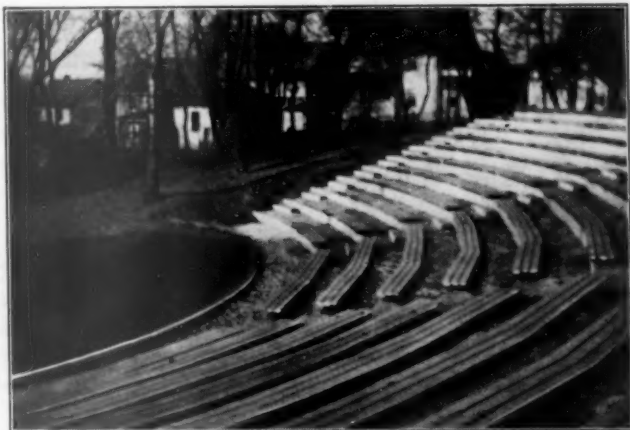
The permanent wooden seats were given two coats of light grey paint, and all the exposed concrete work was painted white. This light-colored structure, surrounded by masses of evergreens and shrubs, will give a sense of shelter, and will be a place of real beauty.

The cost to construct the amphitheater was less than \$1,400. The funds were raised by the Parent-Teacher Association of Lincoln School and the community.

Detailed construction plans for this outdoor theater can be obtained from the engineer, who contributed this item.—J. A. LOVINGTON, 306 Mortimer Avenue, Rutherford.

"The man who disparages music as a luxury and non-essential is doing the nation an injury. Music now, more than ever before, is a national need. There is no better way to express patriotism than through music."

WOODROW WILSON



*Seating section and stage of the outdoor theater of Lincoln School, Rutherford, N. J.*

# ANOTHER PROGRAM STORY

SCENE: *The seventh grade room of the Benjamin Franklin school which the Franklin P. T. A. uses for its headquarters.*

CHARACTERS: MRS. GRAHAM, Program Chairman; MRS. LEON, President; MRS. EVANS, Publications Chairman.

MRS. LEON (*cheerfully breezing in*): Good morning, Mrs. Graham, what a glorious day for work! But, my dear, why so dejected?

MRS. GRAHAM: Oh, I'm struggling with another program. I'm so afraid they'll become like those awfully boring afternoons we had last year. Remember them?

MRS. LEON: Could I forget them! I remember, too, your emphatic assertion on what you'd do if you got the program chairmanship.

MRS. GRAHAM: Yes, I know. But you *can't* build a program on thin air. Mrs. Burke just phoned and said she won't talk on her topic because she simply can't find any material about it.

MRS. LEON: It's the usual alibi. Here comes our Publications chairman looking quite excited about something.

MRS. EVANS (*rushing in*): I'm so thrilled!

Look at all these folders and special offers that just came in the mail!

MRS. GRAHAM: Special offers for what?

MRS. EVANS: For publications. And, my dear, you can have the most interesting programs.

MRS. GRAHAM: Program magic?

MRS. EVANS: Oh, don't you see? Look at all this program material. And the National Congress is making special offers of their publications this year. Why, here's just what you want for your Founders Day program—*Through the Years* . . . and look at this book on parent education—questions, articles. . . . Then here is a year's program in the CHILD WELFARE MAGAZINE. . . .

MRS. GRAHAM (*looking over the folders, interrupts*): Look at these offers! We can get all the 1932 publications for \$5, or a \$4 valuation for \$3, or a dollar book and the CHILD WELFARE MAGAZINE for \$1.50.

MRS. LEON (*enthusiastically*): We can order right now. You know the budget provides a \$5 expenditure for literature.

MRS. EVANS: Here are directions for ordering on page 3 of the List of Congress Publications.

MRS. GRAHAM (*smiling*): And here endeth the program depression!

*You cannot eat your cake*



*and have it*



From "Words to the Wise," a Book of Proverbs for Boys and Girls, selected and illustrated by Helen Sewell (Dodd, Mead)

# CONGRESS COMMENTS

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, addressed the Annual Safety Congress and Exposition of the National Safety Council in Washington, D. C., on the subject, "Parents and Teachers Cooperate for Child Safety."

\* \* \*

Elections were held by the following states at their fall conventions, and we greet the new presidents who, by virtue of their office, have now become members of the National Board of Managers.

New Jersey—Mrs. Charles H. Cooley, Penn-  
ington.

New York—Mrs. Francis H. Blake, Albion.

South Dakota—Mrs. Chris Hirning, Mitchell.

Virginia—Mrs. S. C. Cox, Galax.

West Virginia—Mrs. William Beatty, Parkers-  
burg.

Wyoming—Mrs. M. Galley, Casper.

\* \* \*

Miss Mayme D. Irons was recently elected Chairman of the Committee on Music of the National Congress. Miss Irons is Supervisor of Public School Music in Decatur, Illinois.

\* \* \*

Mrs. B. F. Langworthy, First Vice-President of the National Congress, spoke on "The Living Stream" at the CHILD WELFARE MAGAZINE dinner given at the convention of the Missouri Congress. A novel entertainment illustrating features of the

magazine was given at the Arkansas CHILD WELFARE MAGAZINE luncheon at which Mrs. Hugh Bradford, President of the National Congress, was present. Mrs. E. C. Mason, editor of the magazine, spoke at the CHILD WELFARE MAGAZINE luncheon which was a feature of the Massachusetts convention. Interesting Magazine dinners were given at the Alabama, New Mexico, and Vermont state conventions.

A number of district conferences are now giving Magazine luncheons or dinners. One of the first was the Fourth District of the Kansas Congress, which had a Gold Star Dinner.

\* \* \*

Three regular P. T. A. radio hours are features of three Nebraska stations. One is put on monthly, one bi-weekly, and one weekly.

\* \* \*

Mrs. H. A. Betts, of Waukesha, Wisconsin, has been a continuous subscriber to CHILD WELFARE since 1908. Her first copy gave Mrs. Betts her first information about the National Congress, and led to the organization of the Wisconsin State Branch.

\* \* \*

Mrs. Bert McKee, of Des Moines, Iowa, calls particular attention to the state-wide commemoration and celebration of Founders Day with special tribute to Mrs. David O. Mears and to Helen Grinnell Mears, her daughter. Iowa hopes to have at least twelve stations broadcasting the work of parent-teacher associations.

## BULLETIN BOARD

January 17-23—National Thrift Week

January 28-30—Child Labor Day

January 20—Meeting of Executive Committee, N. C. P. T., Washington, D. C.



## Visit Magic Yellowstone—

en route to the Convention of the National Congress of Parents and Teachers at Seattle in May. You are cordially invited to join a party being formed for a special pre-season tour arranged by the park authorities. See Nature's greatest wonderland while in the West—more interesting sight-seeing, more strange and unusual phenomena, more scope and variety than in any other half dozen parks combined.

For booklet and complete information, address  
E. E. Nelson, 102 Northern Pacific Railway, St. Paul, Minn.

**For Western Travel—The New North Coast Limited**

*In writing to Advertisers, please mention CHILD WELFARE MAGAZINE*

# RELIEF WORK AND THE P.T. A.

By GARRY CLEVELAND MYERS

**D**URING these trying times the parent-teacher association has, in the local communities, rendered outstanding service for relief. In consequence thereof a vast deal of human suffering has been prevented or reduced, and considerable spiritual enrichment has undoubtedly redounded to the individual members from their expressions of generosity and self-denial.

As the depression continues, there is grave danger that the P. T. A. will, in places, become so engrossed in relief endeavors as to lose sight of the major goals of the organization. Of course, the hungry must be fed, the naked clad, the homeless sheltered. We, their fellowmen, are not going to sit by in ease and comfort and do nothing for them.

The question is, by what organization shall the major portion of relief be dispensed? Provided any institution like the P. T. A. turns almost entirely to activities of relief and, accordingly, neglects the leading purpose for which it has been founded, is it living up to its ideals? Is it not, instead, merely duplicating the services of other institutions which have been established and organized solely for relief and which have personnel highly trained professionally for carrying on just such work?

Relief measures are, at best, merely temporary expedients. Only when we help others to help themselves are we doing most for them, in the long run. The P. T. A. is primarily an educational institution, interpreting the home to the school and the school to the home, lifting ideals and standards in the home and community, and helping its members at self-education for more intelligent parenthood. In case we look far enough ahead we may see that we do most for relief, in the last analysis, by furthering parent education and, through the home, building character in the coming generations. Happier parent-child relationships, more effectual child guidance, and better citizenship inculcated in the family are sure means of reducing crime, freeing an enormous proportion of private and public funds for food, clothing, and shelter, and nurturing those qualities of character which ultimately will increase ability to earn more comfortable livelihood and promote the general social good. It is a matter of whether our investment in service aims at short, immediate returns or at long-time dividends more remote; whether we are building for

today or for the ages. No doubt the P.T.A. should continue doing some relief work, but it should limit this to reasonable proportions.





## BABIES AND RICKETS

*(Continued from page 238)*

ting any, partly because of their high cost and partly because their importance is not yet universally recognized. Cod-liver oil is the cheapest source of vitamin D available for babies. Money for it should be included in the food budget of every family with a baby under two years of age or with an older child who is not well nourished. It is an especially valuable food because not only will it prevent rickets, if given in adequate amounts, but it contains other food elements—vitamin A and an easily digested form of fat—that are essential parts of a baby's or a child's diet. When times are hard and overcrowding and other unhygienic conditions may exist, and when diets are limited in the amount of milk, eggs, fruit, and vegetables, there is even greater need for cod-liver oil.

## SUMMING UP

OF all the known means to prevent rickets we would then put sunlight and cod-liver oil first. If for any reason, such as prematurity, a baby appears to require more vitamin D than is supplied by cod-liver oil, viosterol may be added under a physician's direction. Under some conditions irradiated milk or milk from cows specially fed may be the physician's choice. The important point to remember is that all babies living in the temperate climate are more or less susceptible to rickets and that for most of them the available sunlight is not enough to prevent the disease in the long winter and spring months. Some form of vitamin D must be added to their diet.

---

"There seems to be no escape from the fact that the family is fundamental; it is the State's first bulwark against the formation of anti-social tendencies."

—*Report of the Wickersham Commission*

January, 1933

## WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 276 for the right answer.

1. A "college education" (four years at a college of liberal arts) is practically essential for the person who expects to be a success in life. True. . . . False. . . .
2. As long as a baby gets a well-balanced diet, he is in no danger of having rickets. True. . . . False. . . .
3. The best way to teach a child to handle money is to give him a small allowance when he is little and let him manage the spending of it. True. . . . False. . . .
4. The plan of the new Congress Committee on Motion Pictures provides for no co-operation with the motion picture industry but stresses instead the use of non-theatrical films. True. . . . False. . . .
5. A large part of the work of the P. T. A. in these times should be relief work. True. . . . False. . . .
6. A teacher should concern herself only with teaching and not with other matters, such as health, relating to the children in her care. True. . . . False. . . .
7. Free Congress publications may be obtained by the local unit from the state office. True. . . . False. . . .



IN times like these invest in boys and girls. Men talk about buying stock at the bottom. When you invest in a boy or girl you are always buying at the bottom. You are sure that the youngster is going up and there is no telling how far. "I invite every man and woman in America to take a flyer in Childhood Preferred. I predict a great future for this security. It has investment merit combined with the most exciting speculative possibilities. You are sure to get a man or a woman; you may get a great man or a great woman."—BRUCE BARTON

## THE FINANCIAL PROBLEMS OF CHILDHOOD

(Continued from page 231)

der proper conditions of subject, place, and vacation, play money might be used for movies if the children desired to spend the necessary amount.

Worn garments were discarded with the remark from Mother that they had given the service expected of them. Carelessly torn articles were neatly mended and worn again. Their mother was sorry but they must wear their clothes until they had had full value from them. When clothing was outgrown and must be discarded before it was worn out, the children saw it carefully put in order and helped prepare it to be sent away to some child who would be glad to finish wearing it. The children were not allowed to see their playmates wearing their cast-off clothing, but on occasions they were delighted sharers in financing the secret purchase and bestowal of new garments for which they had discovered a need among their schoolfellows.

As they grew older their personal responsibility in regard to sharing with the needy was impressed upon them. They joined the Red Cross with their parents, but their father did not pay for their membership. This was done from their allowances and made possible by their own careful planning and self-control.

Broken toys disappeared and were not re-

placed until they had been mended. When the children gave away toys they were taught to give only those which looked well enough to go visiting and be loved by another child.

Soon after the first budget was made, Mother began to take the children with her whenever she was to purchase any especially important clothing. She selected two garments, either of which she was willing to buy, and then gravely discussed with the children the advantages and disadvantages of each. "This one is a pretty color and will wear well, but it will show spots and may fade easily. This one is made in just as becoming a style. It will wear well and it has two colors woven together so that small spots will not show badly; but the color is not so attractive." Having pointed out the differences to be considered she left them to make their decision; and gradually she found that she could let them look about and select their own garments—within the price limit she had set.

By the time the twins were fifteen they were selecting most of their own clothes, asking advice on small purchases, and having gay shopping expeditions with their mother whenever the more expensive garments were to be selected. They often had to choose very carefully in order to accomplish all they desired with the money available. Sometimes unwise purchases were made and later strict economy was the only remedy. Occasionally they forgot the need



From "Words to the Wise," by Helen Sewell (Dodd, Mead)

for durability, for satisfaction in color and style, and chose garments which they tired of quickly; but each mistake helped them to better judgment next time and their mother's care prevented any very disastrous mistakes in choice of quality.

When the twins went away from home there was no need for sudden instruction in the care of money. They knew the limit of their purchasing power. Their allowances were fixed with careful thought for all possible needs. When the total seemed more than the family should afford, Betty and Ben were as quick to see this as their parents. It was more than their share of the family income. They did the cutting and did it so vigorously that their father said: "No, your mother and I can sacrifice something. We will cut our personal expenses to meet one-third of this deficit and you may cut expenditures to meet the other two-thirds. We are all interested in this college education of yours and we will all share the necessary economies."

Hard on Father and Mother? Perhaps so, but they made no greater sacrifices than most fathers and mothers. They lost some of the pleasure which comes from overindulging cunning three-year-olds, but they missed entirely the worry and heavy sacrifice which Jimmie's extravagant year in college brought to his parents. They spent more time in training Betty and Ben to meet and carry financial responsibilities, but they avoided years of nagging as well as dismay over careless extravagance and thoughtless destruction of property. They spent many hours in careful consideration of what were wise choices, real values, and durable satisfactions, but they had no hours of scolding or of vain regret because their children were unprepared to meet and solve the small financial problems of childhood, and the larger financial problems of maturer years.



January, 1933



This young philosopher is betraying one of the first reactions of the child-mind to a more or less unfriendly world.

## Compton's helps you develop your child's intelligence

Directing a child's life to splendid manhood—or womanhood—requires definite planning and knowledge. The mother must understand the infant's instincts and reactions to life . . . must know how the child thinks and feels . . . must direct his growth physically, mentally, socially.

This truth we recognized in editing the new, expanded 1932 Compton's. In its comprehensive pages the new trends in psychology and its application to the training of the child are discussed.

Here, under *Child Development*, the mother learns about the birth of memory, language, formation of habits good and bad, the acquisition of special skills.

Under *Personality and Character* she studies the emotions, will, imagination and reasoning. She acquires a sympathetic understanding of these vital underlying forces.

Compton's contains the brilliant material necessary to help her develop these basic traits in her child. Vivid pictures . . . imaginative stories . . . history and literature made fascinating . . . inspirational reading to arouse the child's curiosity, stimulate his school interest, enrich his experience, to build for a life of achievement and happiness.

Don't let another day go by without this help in building your child's life. The down payment is small—just \$3.50. More than 500,000 sets in daily use. Send for the Sample Pictured Section of this wonderful New and Expanded Compton's. The coupon brings it to you without cost or obligation. Put it in the mail today.

## Compton's Pictured Encyclopedia

F. E. COMPTON & CO., Dept. 4012-1, Compton Bldg.,  
1000 North Dearborn Street, Chicago, Illinois.

Please send me at once, without any obligation, Free Sample Section and Free Questionnaire Game with full information as to how and where I can get Compton's.

Parent's Name.....

Address.....

City.....State.....

Please check the ages of your children so we can send sample pages most interesting to them.

☐ Pre School

☐ Grade School

☐ High School

## BETTER MOVIES

(Continued from page 243)

groups support such suggestions they increase attendance in theaters and this adds weight to the myth that the box office is a criterion of what the people want. Such an assumption is an indictment of our intelligence, our culture, and our morals. The unfortunate practice on the part of some groups and the inertia of others perpetuate block and blind booking. So long as the producer can sell his pictures before they are made and without regard to their quality, the objectionable and the commonplace picture will predominate.

Groups are often told that the "good picture does not pay." This is another technique of the trade to secure cooperation in the sale of all pictures. One typical instance illustrates the point. A noted actor was filmed in a famous historical play. It was an outstanding example of what can be produced and what is wanted. It was exhibited to crowded houses at unusually high prices. It had extended runs in first release houses. But the trade journals and press notices soon announced that it did not pay. Lip service was being rendered to the myth, "Good pictures do not pay, people want the risqué." The facts showed that the exhibitors' magazines were telling suburban and rural theater managers not to book it because it carried

too large a block of undesirable pictures. The producers had expected the famous actor and the interesting subject material to carry too large a block of objectionable pictures. The house, as they termed it, was "killed for weeks" after a showing of the highly desirable picture because people did not return to patronize the undesirable pictures advertised in previews of coming attractions. The industry's conclusion was, "Good pictures do not pay." Even the good picture cannot succeed always in selling quantities of unwholesome pictures.

THE schemes for joint financing furnish another suggestion for group cooperation which is dangerous and futile. Cooperation becomes domination when one of the cooperators does not live up to his promise. One needs only to read the suggestions for exhibitors in the exploitation manual of the *Film Daily* year book, pages 771-793, to understand the significance of the proposed cooperation with groups. Specific directions are given for the exploitation of women's clubs, church groups, crippled children, war veterans, Girl and Boy Scouts, the poor and the aged—no one is exempt. The plan includes the "grocer, the baker, the candlestick-maker." To succeed in raising money jointly with the local manager of motion picture theaters through such methods means an exploitation of children, and the exploitation of the objectives of the group for which money is to be raised. One instance is typical. An organization wished to raise money to give milk to needy children. A theater was taken over and while the entire program could not be selected, the feature promised would have been satisfactory had it arrived. Theater managers cannot always tell when certain pictures will appear. They know in a general way, but the distributors have under the contract broad discretionary powers and can delay or substitute pictures. In this case a substitute was provided too late to be previewed and



Seeing wonders like this natural bridge in the movies is almost as good as visiting them

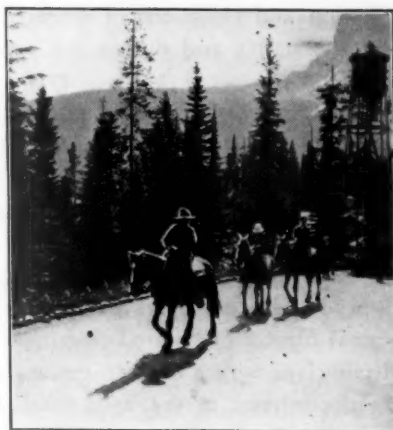


proved to be most objectionable in every way. The house was packed, and the children and young people knew that the program was publicly sponsored by their parents. This is a common occurrence and not an exception.

All such joint financing plans with local motion picture theaters are commercial and violate the principles of the National Congress of Parents and Teachers and the objectives of child welfare work. Mental health is quite as important as physical health and is a matter for consideration by parents and teachers. It is difficult to justify the use of such cooperative enterprises on the grounds of using the money for a worthy cause.

We have tried cooperation with the motion picture industry for twenty-four years without success. We have had the National Board of Reviews with no authority because it must depend upon the courtesy of the motion picture producers and distributors for its maintenance. We have had the Motion Picture Producers and Distributors of America, Inc., a trade combine to secure the cooperation of organizations with the industry and to oppose any state or national legislation for regulation or supervision. We have had a public relations organization, supported by the producers and distributors, which purports to be a previewing committee at Hollywood. It calls for a threefold cooperation of "producers, women's organizations, and the public." It has been in operation for ten years and with a specially selected "woman on the inner circle" for three years. Yet the evidence before the public shows the utter futility of all cooperation with these agencies.

IN view of the above facts and others that might be cited, the National Congress of Parents and Teachers is developing a program which will, if carried out, facilitate cooperation with state, national, and international departments of government for



*A ride through the mountains, if photographed properly, can be as interesting as a blood-and-thunder Western*

increased use of motion pictures as visual aids to education; assemble film libraries for systematic circulation; stimulate production, distribution, and exhibition of educational films; provide circulation for non-theatrical films for wholesome recreation; and support federal legislation for the regulation and supervision of production, distribution, and exhibition of commercial motion pictures for entertainment purposes.

An approach in accordance with the interests and objectives of parent-teacher associations, namely education and welfare, would seem to be the most advantageous and acceptable. It is a positive and a constructive plan and one that needs to be put into operation in any event. It is big enough to enlist the ablest minds of men and women. It needs to be done systematically and on a nation-wide scale. It has definite significance to citizenship, juvenile protection, recreation, character education, and international relations. When in operation the plan will increase production, distribution, and exhibition of visual aids to education, to supplement the teacher and the text. It will provide non-theatrical films for wholesome recreation, and will support federal legislation designed to regulate the trade practices used in distribution, such as block and blind booking, and to supervise

the selection and treatment of subject material at the source and during the process of production.

This new program is made possible by the increased availability of non-theatrical films for education and recreation. The United States government departments and many departments of state governments including state universities are producing or having produced pedagogical and general informational films. These are being made by good technicians with a view to getting and holding the interest of the audience. The supply is ample for present distribution. Those desiring to join in a constructive movement to improve motion picture production, distribution, and exhibition will find the following steps easy and fascinating:

1. Write to your state departments of government and institutions of education and ask them for bulletins or catalogues of films for distribution in the state. Include in this correspondence the state university; the departments of health, agriculture, reclamation and road making, labor, forestry; historical societies; art institutes; museums; research centers; industrial and scientific laboratories. These sources are as varied as are the interests and activities of the people of each state. There will be private as well as public film sources in each state to discover. Care should be taken to avoid advertising commercial programs. The non-theatrical films need to be assembled in film libraries preferably under government regulation in the state departments of education. Facilities for systematic distribution may require development and may best be supplied in cooperation with the public library service. These objectives can be encouraged by the parent-teacher associations in every state.

2. Write to the United States departments of government which are assembling, producing, and distributing films for information or education. Requests to the departments of Agriculture, Commerce, Interior,

Labor, and Treasury, Washington, D. C., will bring catalogues, bulletins, and reports upon the opportunities for the use of motion pictures by educational, civic, and religious groups. The Bureau of Mines has over 2,000 films which are said to be the finest pictures upon the subject of metallurgy in the world. The catalogues will convince any group of youth or adults that education and recreation are very close together and need not be adverse to each other. The catalogue from the Department of Agriculture is equally interesting. Several of the largest universities are working on films for strictly pedagogical use, but drama, history, and science provide the basic themes and materials for wholesome entertainment pictures.

3. Provide audiences for the large and ever-increasing new type of motion picture. There are real obstacles to overcome. The theaters now are under the control of those interested only in the commercial profit of motion pictures. It would seem wiser to begin by stimulating the use of the visual aids to education in schools by supporting appropriations for equipment and films and by bringing pictures from the sources mentioned to the community, to arouse interest in them. The school auditorium, the church, or a community house can be used for such work. Local motion picture committees can provide places, equipment, and the films at a minimum cost. Most of the films can be secured for cost of transportation. Where large projection machines are not a regular part of the school equipment, amateur equipment can be secured for a very reasonable amount.

Amateur motion picture clubs of school boys and girls can be organized under competent leadership to produce, distribute, and exhibit. These clubs, with a parent-teacher association chairman and committee, can discover new audiences for motion pictures in the community. It will be a recreational instead of an amusement project. The people will be participants instead of passive

onlookers. Large groups can be active in such a program, which will furnish a new community attitude toward motion pictures.

4. Work for federal legislation. In the consideration of the interstate and international aspects of the motion picture situation it is impossible to leave out of our plan such legislation. We have found that the exhibitor, because of trade practices, cannot regularly and continuously select complete programs satisfactory to his community. He is under contract to pay for entire blocks and to run them. He has very little more power over the general character of his programs than any local group. He cannot appreciably influence exhibition or distribution. The distributor is bound by similar regulations. The producers are responsible, but only to themselves. We have had a generation of such responsibility and it has led to the loss of our national character, undermined the white man's prestige, degraded American womanhood, and exploited her children. Local and state legislation have proved equally ineffective. The product is an interstate product. It is always en route. Such laws applicable to correcting individual violations are nullified by the necessary legal procedure. Nothing but federal legislation is equal to the task of regulating the product of an industry doing interstate and international business.

THE National Congress of Parents and Teachers has placed the pending motion picture legislation, Senate Bill 3770, now on the Senate Calendar, on its active legislative program for 1932-33. The United States Congress convened in December and will continue until March 4, 1933. This is a short session, which makes it difficult to get legislation passed because there are routine and usually deficiency appropriation measures and postponed bills for consideration. However, it is on the calendar and has a fair chance of passing if the citizens interested in child welfare and national and

international progress will individually support it. Group resolutions are effective but individual letters to congressmen, if written understandingly, are even more important. Therefore write immediately to the Senate Document Room, Washington, D. C., for Senate Bill 3770, as reported, and study it. Try to see your senators and representative, or write to them, and express your interest in the bill and urge their support of it. No one is closer to this problem in all of its realism than parents and teachers. If we fail our homes, our churches, and our states now, how can we hope to face the future unafraid?

### "FILM REVIEW"— AN IMPORTANT CHANGE

WITH this issue Film Review presents an additional service.

The first page is to be used monthly by Mrs. Robbins Gilman, Chairman of the Committee on Motion Pictures, to give information about sources of educational and recreational non-theatrical films for home, school, and community use. Films of this nature have been perfected to such an extent, and are so inexpensive to obtain, that their use may now be extended among parents and teachers all over the country. Mrs. Gilman's lists will be a boon to schools and communities looking for the best in silent and in talking films.

The second page will be edited by Mrs. Morey V. Kerns, who has given for many years a remarkable service to CHILD WELFARE. The number of films which can be recommended for children is at present very small, and so, beginning with this issue, Mrs. Kerns' listings will occupy only one page.

Parents are urged not to allow children to attend even recommended movies on an evening followed by a school day. The recommendation of a film by Mrs. Kerns is no guarantee that objectionable features may not be shown at the same performance. The only safe procedure for parents is to know the entire program when a desirable film is shown.

# CONSULTATION SERVICE

## QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

**Free Publications for Parent-Teacher Associations**—What Congress material is our P. T. A. entitled to receive free after paying state and National dues? How do we obtain them?

After paying state and National dues and sending the names of its officers, Congress parent-teacher associations receive the *local unit package* of publications from the state distributing center. This package contains a "Handbook"; the pamphlet, "Activities, Projects, and Program Making"; the leaflets (blue covers): "National By-Laws," "General Information," "How to Use Congress Publications," "Membership," "Publicity," "Parliamentary Procedure," "Congress Publications," "Resolutions," "Treasurers"; and such additional material as the state Congress desires to include.

The program leaflets (tan covers) are not usually sent with the *local unit package*. A letter from the state president, usually included in the package, gives directions for ordering the leaflets necessary for carrying on the year's work after the local association has decided upon its program.

For example: If the program decided upon is one of the series now appearing in *CHILD WELFARE*, the necessary leaflets will be those which are listed in that particular program in the magazine.

If the program is planned by the local committee to meet a local need, helps will be found in the following Congress pamphlet and leaflets:

1. "Activities, Projects, and Program Making"
2. Current list of Congress publications
3. "How to Use Congress Publications"

If other National or state program outlines are used, leaflets may be selected from the three references given above, in addition to the reference material listed in the outline.

After you have decided upon the leaflets needed to carry out the program, order them from the state distributing center. If the association wishes copies to distribute among its members, these may be purchased at the quantity prices listed on page 3 of the 1932 list of Congress publications. For description of National Congress publications service, see inside front cover of October, 1932, *CHILD WELFARE*. For current list of Congress publications send self-addressed stamped envelope, with request, to National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.

*The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.*

**Publicity Chairman**—I do not know what is expected of me as chairman of the Committee on Publicity for our P. T. A. I am willing to read and study to fit myself for this work and would like to know where I may secure help. Is there a correspondence course for Publicity chairmen?

Your responsibility is to keep your association constantly before the public, and to inform your membership about all phases of parent-teacher work. Inform yourself about the activities of your state branch and the National Congress. Study Congress publications. Take state or National correspondence courses in parent-teacher work. The National courses in parent-teacher work include lessons in publicity. There is no National publicity course at present. Evening classes in journalism and newspaper writing in many public high schools provide free training.

Attend not only the meetings of your association but also council, district, state, and National meetings when possible. Write to your district Publicity chairman for help. If there is no district chairman, apply to the state Publicity chairman. Study carefully:

1. "Publicity" leaflet. Sent free to presidents of Congress units, in local unit packages, by the state branch.
2. "Publicity Pointers." Mimeographed minutes of publicity classes at National conventions, 1931 and 1932. (National Office, 10 cents.)
3. "Parent-Teacher Publicity." A mimeographed publication containing practical suggestions for parent-teacher publicity workers, taken from the "Publicity Primer." (National Office, 10 cents.) A new "Publicity Primer" will be published this year.
4. "Handbook." Duties of Publicity committee, page 21.

The following books will be found helpful, if you wish to study further in the field of publicity. They are doubtless available at your local library. *News Handbook for Press Committees*, by Shields (Los Angeles: News Handbook Press, 412 West Sixth Street, 50 cents); *Publicity for Social Work*, by Mary Swain and E. G. Routzahn (New York: Russell Sage Foundation, \$3.00); *Newspaper Writing and Editing*, by W. G. Bleyer (Boston: Houghton Mifflin, \$2.25); *Principles of Publicity*, by Glenn C. Quiett and Ralph D. Casey (New York: Appleton, \$3.00).



# BOOKSHELF



"Our Children," edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. New York: Viking Press. \$2.75.

"Psychological Service for School Problems," by Gertrude H. Hildreth. Yonkers-on-the-Hudson: World Book Co. \$2.16.

"Today's Boy and Today's Problems," by Jerold O'Neil. New York: Sears Publishing Co. \$2.50.

"Kitchen Magic," by Constance Cassady. New York: Farrar & Rinehart. \$1.50.

By WINNIFRED KING RUGG



**O**ur *Children*, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg, is a handbook for parents, sponsored by the Child Study Association of America, and made up of articles written by twenty-nine experts in child study.

For several reasons this is an important book in the field of parent education. In the first place, it deals with the whole child—a procedure with which the fundamental theory of the National Congress of Parents and Teachers is heartily in accord. Though the book grew out of questions asked by parents who came to the Child Study Association for help, it is not a book for "first aid," made up of prescriptions and short cuts to fit special cases; but rather it seeks to find the real problems that lie behind the questions. Seen in the light of the great complexities of human living, parents' problems fall into four groups, which form the main divisions of this book: The Child's Growth and Development, the Child in the Home, the Child in the School, the Child in the Outside World. Each contributor has tried to view his subject in the light of the *full* development of the child.

In the second place, this book is important because of the long view that it gives. Though it by no means pretends to give the last word in parent guidance, it does, in the words of Mrs. Fisher, "mark a point at which specialists and parents may . . . take stock of what progress has been made, and plan as well as may be for a further systematic and cooperating exploration into the great uncharted mysteries of human growth and human conduct."

Finally, this book is important on account of the recognized ability of the men and women who have written the several chapters—among them Dr. Ada Hart Arlitt, William E. Blatz, Ernest R. Groves, and Benjamin C. Gruenberg—and on account of their sane, large-minded treatment of their subjects, and the interesting fashion of their writing.

## Applying Psychology to School Problems

**P**SYCHOLOGICAL *Service for School Problems*, by Dr. Gertrude H. Hildreth, of the Lincoln School in Teachers College, Columbia University, tells how applied psychology helps in making adjustments between the school and the individual pupil. It is particularly a book for school principals and superintendents, and for school psychologists and child study specialists. It has some interest also for the lay reader who wants to keep informed about progressive educational work. Such subjects as intelligence tests, the application of educational psychology in remedying children's school deficiencies, in helping to place children in the proper grade or section, and in vocational guidance are among the topics treated in this rather technical but practical work. Of special interest to CHILD WELFARE readers is the discussion of school psychology service as related to the problems of the exceptional child. The volume is a part of the Measurement and Adjustment Series, edited by Lewis M. Terman.

## More on Adolescents

**T**ODAY'S *Boy and Today's Problems*, by Jerold O'Neil, is a continuation of his discussion of the subject of adolescence begun in "That Problem Called the Modern Boy." In the earlier volume Mr. O'Neil examined the problem of youth from the viewpoint of the teacher and the parent; in the new volume he seeks to examine the same subject mainly from the point of view of the boy. Mr. O'Neil has for twenty years dealt with boys in public and private schools and is well acquainted with adolescent youth, both the wealthy and the underprivileged. Added to experience he has sympathy and a sense of humor. His books take the form of direct address to the boys themselves and are well worth a boy's time, if only he could be persuaded to read them.



Founded in 1728 by Benjamin Franklin

**FRANKLIN PRINTING CO.**  
514-520 LUDLOW STREET  
PHILADELPHIA

## REPRINT SERVICE

In this Issue: Articles Available in Reprints

### "Ten College Don'ts"

#### "Babies and Rickets"

10 cents each

25 copies . . . . .	\$2.00
50 copies . . . . .	3.00
100 copies . . . . .	5.00

### "Essentials in School Health"

15 cents each

25 copies . . . . .	\$3.00
50 copies . . . . .	4.25
100 copies . . . . .	6.50

Reprint from Last Volume—Parent Education Course

### "Concerning Older Children"

32-page booklet

25 cents each

Subject Index of CHILD WELFARE Articles

September, 1929—June-July, 1932

5 cents each

Remittances should accompany orders

Mr. O'Neil suggests that parents might use this book as a basis for conversations with their sons. If that could really be managed it would be a profitable exercise provided the parents themselves adopted the right attitude. Listening in on what Mr. O'Neil has to say to boys in this book may help parents to find that right attitude toward such problems as a boy's preparation for success in life, his fears of failure, his manners, his ideals, and the gap that separates one generation from another.

## Making Cooking Interesting

In the field of training for home-making comes *Kitchen Magic*, by Constance Cassady, a cook book for mothers to place in the hands of their little daughters—and perhaps to use themselves. Some fundamental recipes for young cooks are combined with chatty little accounts of the historical and geographical backgrounds of ordinary foods in such a way as to make lessons in cookery fun for both mother and daughter. Except that there is not quite enough of it, "Making Vegetables Interesting," for example, is a chapter that cooks, big or little, might well take to heart.

## WHAT DO YOU THINK?

These are the answers to the true-false statements on page 267. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- |                   |                   |
|-------------------|-------------------|
| 1. False, p. 232. | 4. True, p. 241.  |
| 2. False, p. 237. | 5. False, p. 266. |
| 3. True, p. 230.  | 6. False, p. 249. |
| 7. True, p. 274.  |                   |

"The wise engineering of family relationships is the essential and central business of the home; housekeeping is the environment in which it occurs."

## STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
F. E. Compton & Co. <i>Sample Section and Questionario Game</i> . . . . .	269
Franklin Printing Company . . . . .	276
Grolier Society, The. <i>Booklet</i> . . . . .	4th Cover
Northern Pacific Railway. <i>Booklet</i> . . . . .	265

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE



**Question**—Our son, nine years old, has helped himself to money from my purse without permission for three years. At first he denies, then admits his guilt and promises not to do it again; but does. He has a generous allowance for wiping dishes and bringing in wood. Can you help me?

A habit of three years' standing is not easy to change. So from the beginning make up your mind to be patient and firm, to persevere, and to be kind.

You need to go much deeper than solving the problem of taking money. Begin by developing a sense of honor in the boy in *all* things. Honesty must be made a part of his whole personality—feelings, speech, and behavior. He must learn that it is absolutely necessary to be as fair with others as we expect them to be fair with us. In other words, honesty is a social necessity and imperative to the happiness of each one and also of the group.

Help him to realize a sense of ownership. Let each one in the family have some things of his own which are not to be used by others without permission: toilet articles, books, clothes, purses, dressers, and toys, for example.

Discourage a tendency to borrow. Your son must learn to do without sometimes. He must also learn to keep his word and abide by his promise even when this is difficult.

The boy has a wrong attitude toward money. He needs to know that it represents someone's work and should therefore be appreciated. This means it should be carefully used. Parents should be careful not to leave money lying around the house carelessly where it might be too great a temptation to children. Put your purse away where the child does not have access to it. Be careful, however, that he does not obtain money in a wrong way elsewhere.

Perhaps his allowance is too generous. Plan it with him and guide him to use it worthily. Some is to be spent for necessities (school sup-

plies); some is to be saved regularly; some, to be shared (church, etc.); and a small amount, to do with as he pleases. Help him to keep a cash account and encourage his efforts.

Responsibility and loyalty to the home and family should be cultivated. Regular duties in the home should be performed by each member in a spirit of love and service as contributions to the home which cares for us. These services cannot be paid for in money.

Do not become discouraged. Children will respond to the right appeal, so have faith. See that the child's needs and wants are satisfied but avoid too many luxuries. Keep him interested in various kinds of activities and provide love and companionship.

Read the article on "Getting Acquainted with Money" in last month's *CHILD WELFARE* and "The Financial Problems of Childhood" in this issue. "Children, Money and Thrift" by Dr. Arlitt in *CHILD WELFARE* for March, 1931, will also help you.

**Question**—My son is in the second grade. Last year his marks were low so I have been helping him with his studies at night. He knows his work when we have finished. However, the next day his work is poor and he is inattentive and never volunteers to recite. What would you suggest?

Perhaps your son is depending on you to do his work for him. Perhaps he makes no effort of his own since he knows that he will get your help in the evening. Inattention may be explained in the same way.

Sometimes home help is beneficial. But it must be carefully and tactfully given. Always keep in mind that we must direct and guide the child to help himself. Parents easily succumb to the temptation of doing for the child. Guard against this. When the home is advised to help, it is a good plan to consult the teacher so that you and she may work intelligently together.

Have a physical examination made of your son. Then you will know whether his health is impaired. Some children have difficulties of sight and hearing which may not be serious but are grave enough to handicap them in school.

Visit the teacher and talk over the situation with her. Perhaps something has happened in the schoolroom to affect your son's response. Small children are easily upset. If you know the cause you will be in a position to make a readjustment.

If possible have an intelligence test given to your son. This will help you to know his capacity for the school work that he is supposed to do.

*(This department is conducted with the cooperation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE MAGAZINE.)*





## MATERIAL ON VISUAL AIDS TO EDUCATION AND ON NON-THEATRICAL FILMS FOR WHOLESOME RECREATION

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

**T**HE state and local chairmen will find on this page each month information on sources of films suitable to the needs of parent-teacher associations.

New procedures will be indicated for the solution of the old problem of motion pictures. Most states and many cities are developing visual instruction departments in universities, teachers' colleges, and public schools.

Considerable progress has been made in assembling film libraries and compiling film catalogues by the Departments of Agriculture, Commerce, Interior, Labor, and Treasury of the United States government and in the Departments of Agriculture, Education, Forestry, Health, and Mines in state governments. All motion pictures from government departments may be secured for the cost of transportation by parent-teacher associations.

It is suggested that each state chairman write to the departments listed below for visual aids to education and non-theatrical film catalogues. This list of sources is incomplete because it is our first attempt to compile the names of directors of such departments and not all of the returns on our requests for information have been received. In future issues of *CHILD WELFARE* we shall list state sources for such material.

**United States Department of Agriculture, Washington, D. C.**—*Office of Motion Pictures, Extension Service, Mr. Fred Perkins, Administrative Officer.* Miscellaneous Circular No. 78, "Use of Motion Pictures in Agriculture Extension Work." Miscellaneous Publication No. 111, "Motion Pictures of the United States Department of Agriculture."

**United States Department of Commerce, Washington, D. C.**—*Industrial and Education Section, Motion Picture Division, Bureau of Foreign and Domestic Commerce, Mr. E. I. Way, Chief.* "Composite List of Non-Theatrical Film Sources."  
*Bureau of Mines, Mr. Scott Turner, Director.* "Motion Picture Films of the United States Bureau of Mines."

**United States Department of the Interior, Washington, D. C.**—*Office of Education.* "List of Some Commercial Companies from which Educational Films May Be Obtained." "List

of Some Commercial Companies from which Lantern Slides May Be Bought or Rented." Circular No. 46, "Motion Pictures in the Elementary and Secondary Schools."

*Bureau of Reclamation, Commissioner.* "List of Lantern Slides and Motion Picture Films Showing the Work of the Bureau." "Miscellaneous Motion Pictures."

**United States Department of Labor, Washington, D. C.**—*Children's Bureau, Miss Margaret A. Klein, Exhibit Assistant.* Booklet describing motion pictures and film strips.  
*Women's Bureau, Miss Mary Anderson, Director.* "List of Motion Pictures for Free Distribution."

**United States Treasury Department, Washington, D. C.**—*Bureau of Public Health Service, Division of Sanitary Reports and Statistics, R. C. Williams, Assistant Surgeon General.* "List of Motion Picture Films."



# REVIEW

## CRITICISMS OF SOME CURRENT THEATRICAL FILMS

By ELIZABETH K. KERNS

### Afraid to Talk—Eric Linden—Sidney Fox. Universal.

The picture is an attack on corruption and its ramifications in the government of a large city. A murderer threatens to wreck the whole political ring if arrested. So a bell boy, an eyewitness to the crime, is made the "goat." The cast is good and direction excellent. The picture is direct, forceful and consistent.

*Adults—see it. 14 to 18, perhaps. Under 14, no.*

### Conquerors, The—Ann Harding—Richard Dix. R. K. O.

The rise and growth of the U. S. west of the Alleghenies from 1873 to the present time is pictured in the romance of a young couple who go west to seek their fortune. The story carries the family through three generations of banking. Emphasis is placed on three panics, one in each generation, from which the country emerges to further prosperity. The subject matter is timely.

*Adults—interesting. 14 to 18, interesting. Under 14, yes.*

### Evenings for Sale—Herbert Marshall—Mary Boland. Paramount.

A romantic story of a wealthy American widow and an impoverished Austrian nobleman who is about to end it all when the widow learns the true status of his affairs and makes it possible for him to marry the girl of his choice. A catchy musical score does much to make the picture entertaining.

*Adults—entertaining. 14 to 18, yes. Under 14, too mature.*

### Hidden Gold—Tom Mix—Judith Barrie. Universal.

A true Tom Mix melodrama. Not only does he do the usual cowboy stunts, but he impersonates a crook, a detective and a prize fighter. Tom's aid is solicited in hunting for the hidden loot of a robbed bank. A raging fire and the recovery of the bank's money after many exciting events are well worked out.

*Adults—entertaining. 14 to 18, yes. Under 14, exciting.*

### Magic Night—Jack Buchanan—Anna Neagle. United Artists.

A colorful picture in which musical numbers are interspersed. A romance between a Viennese army officer and a young girl in a flower shop is broken up by his family. After the war poverty compels the young man to take a position in a shoe shop. He accidentally meets his former sweetheart and their romance is resumed.

*Adults—fair. 14 to 18, yes. Under 14, yes.*

### Men of America—Chic Sales—Bill Boyd. R. K. O.

Story of a community which is terrorized by bandits. The old grocer of the town, a fearless pioneer of the days of Indian warfare and grandfather of the heroine whom the bandits have abducted, gives the hero and the aroused citizens pointers on dealing with outlaws and so aids in stamping out the gang of bandits. Direction very good.

*Adults—good. 14 to 18, thrilling. Under 14, exciting.*

### Penguin Pool Murder, The—Edna May Oliver—James Gleason. R. K. O.

A comedy and mystery melodrama centering around a supposedly premeditated drowning of a man in

the penguin pool of a museum. The comedy element, which is uppermost, is due to an inquisitive school teacher and a dumb police inspector.

*Adults—amusing. 14 to 18, perhaps. Under 14, perhaps.*

### Prosperity—Marie Dressler—Polly Moran. Metro-Goldwyn-Mayer.

An enjoyable comedy with plenty of laughs tempered by some tears and human appeal. Marie is a former lady banker and Polly is her dearest friend and severest critic. There is romance for the younger generation, and, of course, in these days bank troubles, but everything works out to a happy ending.

*Adults—entertaining. 14 to 18, amusing. Under 14, yes.*

### Renegades of the West—Tom Keene—Betty Furness. R. K. O.

A murder is solved by the son of the murdered man being permitted by the authorities to become a prisoner in the jail so that he can mingle with the inmates with the hope of finding a clue to the murderer. The plan succeeds and the murderer is brought to justice. Fast moving and appealing.

*Adults—fair. 14 to 18, good. Under 14, exciting.*

### Sherlock Holmes—Clive Brook—Ernest Torrence. Fox.

The worst criminal and arch fiend of the Conan Doyle stories meets his doom at the hands of the great detective.

*Adults—exciting. 14 to 18, thrilling. Under 14, exciting.*

### Silver Dollar—Edward G. Robinson—Aline MacMahon. First National.

A semi-historical romance which pictures early days in Colorado. It tells a colorful story of one of its citizens; his rise to wealth and power, locally and nationally; his egotism, his generosity; his loss of wealth and pathetic death. Excellent cast, splendidly directed.

*Adults—excellent. 14 to 18, good. Under 14, yes.*

### Tess of the Storm Country—Janet Gaynor—Charles Farrell. Fox.

Drama showing the perennial conflict between the daughter of a sea captain and the son of the wealthy tyrant living on the bluffs. The heroine's home is burned, the fishing nets confiscated and her father unjustly accused of murder. Tess is also accused of being the mother of a deserted baby, but eventually everything is cleared up and there is a happy ending. A well-trained marmoset almost steals the picture.

*Adults—entertaining. 14 to 18, too mature. Under 14, no.*

### You Said a Mouthful—Joe E. Brown—Ginger Rogers. First National.

A gap who is afraid of the water and cannot swim is mistaken for a champion swimmer and forced into a long distance swimming competition. Thinking he is wearing a non-sinkable bathing suit, he plunges into the water and the result is plenty of fun and nonsense for the onlookers.

*Adults—amusing. 14 to 18, very funny. Under 14, very funny.*

*It is recommended that children should not be allowed to attend movies on a night preceding a school day.*

## COMING IN FEBRUARY

### A PROBLEM IN SEX EDUCATION

*Samuel W. Hartwell, M.D.*



### ARE YOU A PROBLEM TO YOUR CHILD?

*Alice D. Kelly*



### EFFICIENCY IN CHILDHOOD

*Ethel B. Waring*

## FOR MATERIAL

### About the Preschool Child

Turn to pages 228, 236, 239, 244

### About Elementary School Children

Turn to pages 228, 247, 277

### About Older Boys and Girls

Turn to pages 228, 232, 247

### For Parent-Teacher Units

Turn to pages 227, 239, 241, 246, 252, 254, 256, 260, 264, 265, 266, 274

### Concerning All Children

Turn to pages 232, 241, 275, 278, 279

# THE OAK LEAF CONTEST

Branches are divided into classes according to membership as follows:

- CLASS A—Branches having over 60,000 members
- CLASS B—Branches having between 35,000 and 60,000 members
- CLASS C—Branches having between 25,000 and 35,000 members
- CLASS D—Branches having between 15,000 and 25,000 members
- CLASS E—Branches having between 10,000 and 15,000 members
- CLASS F—Branches having between 6,000 and 10,000 members
- CLASS G—Branches having less than 6,000 members

Basing totals on subscriptions received from April 1 to November 30, 1932, the branches in the various classes rank as follows:

#### CLASS A

1. Illinois
2. California
3. New York
4. New Jersey
5. Pennsylvania
6. Ohio

#### CLASS B

1. Missouri
2. Texas
3. Michigan
4. Colorado
5. Indiana
6. Iowa
7. Georgia

#### CLASS C

1. Minnesota
2. Florida
3. Arkansas
4. Washington
5. Kansas
6. Tennessee

#### CLASS D

1. North Carolina
2. Wisconsin
3. Alabama
4. Kentucky
5. Oregon
6. Massachusetts
7. Nebraska

#### CLASS E

1. Oklahoma
2. Louisiana
3. Connecticut
4. Rhode Island
5. Dist. of Columbia
6. North Dakota
7. West Virginia

#### CLASS F

1. Mississippi
2. South Dakota
3. Virginia
4. South Carolina
5. Vermont
6. Maryland
7. Hawaii
8. Delaware

#### CLASS G

1. Arizona
2. Idaho
3. Montana
4. New Mexico
5. Wyoming
6. Maine
7. New Hampshire
8. Utah